43548

National Library of Canada | Bibliothèque nationale du Canada

CANADIAN THESES ON MICROFICHE | THÈSES CANADIENNES SUR MICROFICHE

NAME OF AUTHOR/NOM DE L'AUTEUR Shaske, Susan Lee

TITLE OF THESIS/TITRE DE LA THÈSE The Effect of a Career Program on the Career Maturity and Decision-Making of Students of a Trades and Service High School

UNIVERSITY/UNIVERSITÉ University of Alberta

DEGREE FOR WHICH THESIS WAS PRESENTED/GRADE POUR LEQUEL CETTE THÈSE FUT PRÉSENTÉE Master of Education

YEAR THIS DEGREE CONFERRED/ANNÉE D'OBTENTION DE CE GRADE 1979

NAME OF SUPERVISOR/NOM DU DIRECTEUR DE THÈSE Dr. G. Fitzsimmons

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

DATED/DATÉ July 10, 1979 SIGNED/SIGNÉ Susan Shaske

PERMANENT ADDRESS/RÉSIDENCE FIXE 10975 - 117 St.
Edmonton, Alberta
Canada T5H-3N7

NL-91 (3-74)

National Library of Canada

Cataloguing Branch
Canadian Theses Division

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada

Direction du catalogage
Division des thèses canadiennes

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

NL-339 (3/77)

THE UNIVERSITY OF ALBERTA

THE EFFECT OF A CAREER PROGRAM ON THE CAREER MATURITY AND DECISION-MAKING OF STUDENTS OF A TRADES AND SERVICE HIGH SCHOOL.

by

© SUZAN SHASKE

A THESIS SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION IN EDUCATIONAL PSCHOLOGY.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1979

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled The Effect of a Career Program on the Career Maturity and Decision-Making of Students of a Trades and Service High School, submitted by Suzan Shaske in partial fulfillment of the requirements for the degree of Master of Education.

Supervisor

DATE 27 June . 1979

ABSTRACT

The present study was carried out to test for increases in career maturity and decision-making abilities as a result of participation in a specially designed career program. A total of 258 Year I students from two Trades and Service Highs Schools were administered the Career Maturity Inventory - Attitude Scale as a pre and post-test measure. Two hundred and sixteen of these students participated in the Mission Employment Career Program for daily 55 minute sessions for a period of seven weeks. The results of the CMI were analyzed using a two-way analysis of variance. Pre-test means between the experimental and control groups were negligible, suggesting that the two groups were similar in their responses to the CMI. Following the experiment, however, significant treatment effects were obtained ($F = 39.36$; $df = 1$; p .00001). These results suggest that the Mission Employment Career Program was an effective tool in increasing maturity of career attitudes for the treatment group. A total of forty-three students from the treatment group also completed the Decision-Making Organizer (Modified) at the beginning, middle and end of the career program. Frequency counts of their responses, and the responses of thirty-three students from the control group were tabulated and transformed into percentages. Patterns of decision-making were observed, and it was found that some decision-making skills were facilitated by participation in the Mission Employment Career Program.

ACKNOWLEDGEMENTS

The writer wishes to express her sincere thanks to Dr. G. Fitzsimmons, the thesis chairman for his guidance, understanding and encouragement not only through the formulation and completion of the present study, but also throughout my full graduate program. Appreciation goes to the members of my supervisory committe, Dr. L. Stewin and Dr. B. Schwartz for their suggestions and support. Special appreciation is expressed to Ms. M. Ingo and the Year I English teachers of W.P. Wagner High School for their overwhelming dedication, and enthuisiasm throughout the entire project. Thanks are also due to the students of both W.P. Wagner and Victoria Composite High Schools, whose participation made this study possible.

The writer is indebted to Dr. Miller-Tiedeman for so quickly providing the Decision-Making Organizer.

Last, but not the least, the writer wished to express her sincere gratitude to her family and closest friends, for their encouragement and constant support throughout the present study.

TABLE OF CONTENTS

LIST OF TABLES		ix
LIST OF FIGURES		x
CHAPTER		PAGE
I	Introduction	1
	Statement of the Problem	4
	Purpose of the Study	4
	Significance of the Study	5
	Definition of Terms	6
II	Theoretical Background	8
	Career Decision Making-A Developmental Process	8
	Career Decision Making and Vocational Maturity	10
	Career Decision Making-A Process of Differentiation and Integration	11
	Miller-Tiedeman Pyramidal Model of Decision Making Comprehension	14
	Summary	17
III	Review of Related Research	19
	Research Related to the Concept of Career Maturity and the Career Maturity Inventory-Attitude Scale	19
	Research Related to Career Maturity and Decision Making and the Career Maturity Inventory-Attitude Scale	25
	Statistical Research on the Career Maturity Inventory-Attitude Scale	27

Research Questions Related to Career Maturity and Career Decision Making Patterns of Year I Students of a Trades and Service High School 29

Summary 30

IV Procedure and Design 31

Development of the Mission Employment Career Program 31

Rationale for development of the Mission Employment Career Program 32

Instruments 34

Measurement of Maturity of Vocational Attitudes 34

Measurement of Decision Making Abilities 37

Description of the Ohio Vocational Interest Survey 42

Objectives of the Mission Employment Career Program 43

Sample 44

Data Collection 45

Procedure 45

Statistical Treatment 47

V Analysis and Findings 49

Statistical Analysis (Career Maturity Inventory-Attitude Scale) 49

Statistical Hypotheses 50

Statistical Findings 50

Analysis (Decision-Making Organizer (Modified)) 51

Results and Analysis 70

Questionnaire Data 83

Summary of Results 85

VI Conclusions and Implications 87

Conclusions 87

Implications for Further Research 90

Summary Statement 91

REFERENCES 92

APPENDICES

A Mission Employment Career Program 99

B Description of W.P. Wagner High School and its students 153

C Copies of Decision-Making Organizer and, Decision-Making Organizer (Modified) 160

D Evaluation of the Mission Employment Career Program-Student Reactions 169

E Evaluation of the Mission Employment Career Program-Teacher Reactions 174

F Correspondence with Dr. Miller-Tiedeman 179

LIST OF TABLES

TABLE		PAGE
1	Analysis of Variance of Effects of Group and Level of Test Score.....	53

LIST OF FIGURES

FIGURE		PAGE
1	Miller-Tiedeman Pyramidal Model of Decision-Making Comprehension.....	16
2	Means for Experimental and Control Groups on the Career Maturity Inventory-Attitude Scale	52
3	Percentage of Responses to the Decision-Making Organizer (Modified)-Self-Understanding-Exploration Stage (Defining the Problem).....	54
4	Percentage of Responses to the Decision-Making Organizer (Modified)-Self-Understanding-Crystallization Stage (Collecting Information).....	55
4a	Percentage of Responses to the Decision-Making Organizer (Modified)-Self-Understanding-Crystallization Stage (Information Collected in the Past)	56
5	Percentage of Responses to the Decision-Making Organizer (Modified)-Self-Understanding-Tentative Choice Stage.....	57
6	Percentage of Responses to the Decision-Making Organizer (Modified)-Self-Understanding-Clarification Stage (Thinking About the Advantages And/Or Disadvantages).....	58
6a	Percentage of Responses to the Decision-Making Organizer (Modified)-Self-Understanding-Clarification Stage Level 2 (Beginning to Act)	59
7	Percentage of Responses to the Decision-Making Organizer (Modified)-Education After High School-Exploration Stage (Defining the Problem).....	60

8	Percentage of Responses to the Decision-Making Organizer (Modified)-Education After High School-Crystallization Stage (Collecting Information)	61
9	Percentage of Responses to the Decision-Making Organizer (Modified)-Education After High School-Clarification Stage	62
9a	Percentage of Responses to the Decision-Making Organizer (Modified)-Education After High School-Clarification Stage-Level 2 (Beginning to Act)	63
9b	Percentage of Responses to the Decision-Making Organizer (Modified)-Education After High School-Clarification Stage-Level 3 (Carrying Out)	64
9c	Percentage of Responses to the Decision-Making Organizer (Modified)-Education After High School-Clarification Stage-Level 4 (Review)	65
10	Percentage of Responses to the Decision-Making Organizer (Modified)-Work After High School-Exploration Stage (Defining the Problem).....	66
11	Percentage of Responses to the Decision-Making Organizer (Modified)-Work After High School-Crystallization Stage (Collecting Information)	67
12	Percentage of Responses to the Decision-Making Organizer (Modified)-Work After High School-Clarification Stage	68
12a	Percentage of Responses to the Decision-Making Organizer (Modified)-Work After High School-Clarification Stage Level 2 (Beginning to Act).....	69

CHAPTER I

INTRODUCTION

Guidance has been defined "as that part of pupil personnel services-and therefore of elementary and secondary education-aimed at maximal development of individual potentialities through devoting school-wide assistance to youth in the personal problems, choices and decisions each must face as he moves toward maturity" (Hoyt, 1962, p.692). Guidance has also been seen as the professional use of a science of purposeful action within the specific structure of education (Tiedeman and Field, 1962).

The vocational aspects of guidance, usually called vocational guidance, have a somewhat narrower focus than either of the two definitions. Herr and Cramer (1972, p.3) define vocational guidance as a fusion of educational and vocational concerns for assisting students to locate themselves vocationally in the future and at the same time to make effective use of present educational experiences connected to such further choices.

Vocational guidance may be conceived of in two different ways: (1) as a treatment condition or (2) as a stimulus variable (Crites, 1969, p.22). These two conceptions represent different perceptions of the needs of clients and of the time frame within which vocational guidance operates.

Vocational guidance as a treatment condition may be viewed as responding to taxonomies of vocational problems or to difficulties in choice by applying certain techniques or knowledge to resolve them (Williamson, 1939). Adherance to this viewpoint implies a deficit

of some type in the behavioural repetoire of the individual on the basis of which the strategies for vocational or career guidance treatment will be selected. Herr and Cramer (1972) state that vocational guidance will be effective as a post hoc response to a problem that is already present and which impedes the individual from progressing to some new phase of life, i.e. entry into the labor force, selection of a specific occupation, etc.

As a stimulus variable, vocational guidance can be more effectively viewed longitudinally and developmentally. As a stimulus variable, vocational guidance does not respond to already existing problems. Herr and Cramer (1972, p. 10) suggest that it aids in acquiring knowledge, attitudes and skills which individuals can develop the vocational behaviours deemed necessary to cope with decision points, acquire vocational identity or develop vocational maturity. Vocational guidance as stimulus is more future oriented and developmental, versus the guidance processes which are determined by the presenting problem of the person to be assisted.

One developmental task of factor with which high school students must deal is the imminence of reality. Reality which, in a vocational context, may be defined as the way the individual approaches alternatives in his post-secondary school life, will have different implications for each individual.

There will also be a sizeable number of students for whom none of the possibilities seems possible or appealing; for them the future beyond high school might represent a collage of indecisiveness towards life and their place in it.

The National Conference on Guidance, Counseling, and Placement

in Career Development and Educational-Occupational Decision-Making (Gysbers and Pritchard, 1969, p.74) recommended the following objectives for vocational activities in the secondary school:

1. The student develops awareness of his need for more specific implementation of his career purposes.

2. The student develops more specific plans for implementing his career purposes.

3. The student executes plans to qualify for entry-level jobs by taking appropriate courses at the high school level, by on-the-job training, or by pursuing further training in college or post-secondary vocational education leading toward qualifications for some specific occupation.

These objectives must be elaborated and cast in behavioural terms. "Vocational guidance, in its repetoire of possible emphases, represents the last opportunity for students to rehearse in a protected context different coping behaviours, alternative actions and plans, and to assess these against a back-drop of self-characteristics and value sets before their induction into the adult society" (Herr and Cramer, 1972, p.193).

Related to the factor of indecisiveness is the phenomena that individuals will vary along a continuum of maturity relative to the career choice process. Among the components of this maturity are: (1) the competencies necessary to make a realistic occupational choice, (2) a positive attitude toward making a career choice and entering an occupation, (3) the degree of commitment the individual feels toward fulfilling his occupational plan or decision, and (4) how the individual feels about his choice in relation to himself personally and how the occupation is perceived to fit into his desired lifestyle (Crites, 1973a).

Vocational or career maturity are terms which have come to

be used as prerequisite to realistic career decision-making. In other words, the more vocationally mature an individual is, the more likely that individual will make a wise occupational choice. Similar to career maturity, career decision-making may also be viewed as a developmental process. Decision-making from this framework recognizes decision-making behaviour as beginning to develop in childhood and continuing throughout adulthood. The nature and scope of the problems faced by the individual in the past, and the various strategies to find their solutions, shape his future decision making pattern.

Statement of the Problem

In recent years there developed a growing need by Year I, W.P. Wagner Trades and Service High School students to obtain more skills in acquiring career information, job research techniques and career exploration. They were experiencing difficulties finding suitable and satisfying jobs in this increasingly complex world. As the school counselling structure lacked sufficient time to have career contact with students due to traditional crisis counselling, personal and/or social problem solving, there existed an evident need to reach out to these students through the classroom environment. Using the classroom teacher as resource person, a career program was developed and offered, that met the needs of the student.

Purpose of the Study

The purpose of this study was to examine the effect of the "tailor-made" career program on the career maturity and decision-making patterns of Year I students of W.P. Wagner Trades and Service High

School. In addition, the relationship between the students' career maturity and decision-making patterns was examined.

The effectiveness and utility of the program would be evaluated by its ability to: (1) increase students' scores on a test of vocational maturity, (2) facilitate forward movement in a decision-making organizer, and, (3) by student and teacher reactions to, and comments of the program.

Significance of the Study

The current emphasis on careers and career education has resulted in a flooding of the school counsellor's office with querying students. The job of facilitating career development and decision-making cannot be done by the counsellor alone. A total school effort is needed, with certain aspects of career counseling being carried out by other members of the school personnel.

One significant aspect of this study is the development of the career program, integrated into the school curriculum, and designed specifically to meet the needs of students in a very specialized school. Previously existing career packages had been inappropriate for the type of student attending a Trades and Service High School.

The significance of making realistic decisions about present and future plans of action is well accepted and becomes paramount when the individual considers the fact that he is preparing himself to live in a rapidly changing world. The knowledge that the individual has about his personal assets and liabilities, as well as the outside world of work all contribute to him making the best possible vocational decision.

The significance of this study is that exposure to, and participation in a career program facilitates mature occupational decision-making skills.

Definition of Terms

For the purpose of this study, the following definitions are used:

1. Career Maturity: Crites' (1961) definition of vocational maturity (later, (Crites, 1973a) referred to it as career maturity) is used in this study. This definition takes into consideration the vocational behaviours and developmental tasks of an individual for determining his degree and rate of vocational development. According to Crites (1961):

> "Degree of vocational development refers to the maturity of an individual's vocational behaviour as indicated by the similarity between his behaviour and that of the oldest individuals in his vocational life stage...The rate of vocational development refers to the maturity of an individual's vocational behaviour in comparison with that of his own age group" (p.259).

This explanation of vocational maturity provides the criteria for comparison of vocational development of an individual to the members of his life stage as well as to the members of his age group.

2. Career Decision-Making: Tiedeman and O'Hara (1963) view the process of career decision-making as a series of steps or stages which may be repeated as necessary throughout one's lifetime. The decision-making process begins when one encounters a problem, or experiences a need, and realizes that a decision must be made. An individual may be at different stages in dealing with different problems that he faces.

The presentation of the problem to be investigated and an examination of its significance and limitations has been attempted in

this chapter. The operational definitions of the various terms used in the present study are also given in this chapter. In the next chapter a brief review of various theoretical approaches dealing with career decision making behaviour is presented.

CHAPTER II

THEORETICAL BACKGROUND

Three relevant theoretical frames of reference dealing with the process of career decision making are examined in this chapter. These viewpoints are presented under the following headings:

I Career Decision Making-A Developmental Process

II Career Decision Making and Vocational Maturity

III Career Decision Making-A Process of Differentiation and Integration

Career Decision Making-A Developmental Process

Career decision making is not a single act of decision at a single moment in the individual's life span but it is the cumulative result of the decisions made throughout the period of preceding development. Career decision making is now seen as part of the process of developing career maturity. The shift of emphasis from a "point-in-time" approach to a "developmental" viewpoint has become more evident in the literature during the last twenty-five years (Ginzberg, 1951,1972; Super, 1953,1957,1963,1969, 1969(a); Tiedeman and O'Hara, 1963) and has helped to bring forth some formulations which have applied the principles of general development to the process of vocational development.

One of the first theorists of vocational development, Ginzberg (1951,1972) proposed that vocational choice is a developmental process which spans years from late childhood to early adulthood when the individual enters the world of work. He suggested that a systematic and predictable series of tasks face young people as a function

of the changes that occur during adolescence. These tasks culminate in a choice of vocation. The adequacy of this choice is related to the adequacy of the accomplishment of the various tasks along the way. Ginzberg (1951,1972) notes that the career decision making process is generally irreversible in that making new choices becomes more and more difficult as old ones are acted upon. He maintains that the vocational choice process, because of the factors which impinge upon it and its irreversible nature, culminates for most individuals in a compromise between what they want and what they can realistically have.

The basic theme of Super's (1953) theory of vocational development is that the individual chooses occupations whose characteristics will allow him to function in a role that is consistent with his self-concept, and that the latter conception is a function of his developmental history. Super conceives the self as a function of how the individual perceives himself in relation to his environment. In his theory of vocational development, Super (1953) postulates that self-concepts change with time and experience, but adds that self-concepts are generally stable by late adolescence.

Tiedeman and O'Hara (1963) have built upon the concepts described by Ginzberg (1951), but focus their attention on post-adolescent vocational development. Like Super (1953), Tiedeman and O'Hara (1963) see career development as a process of evolving and of acting upon a conception of self. However, they emphasize the formation of self in relation to educational experiences more than does Super. They also conceive the self as the individual's evaluation, rather than perceptions of himself.

Career Decision Making and Vocational Maturity

Super (1955) defined what was earlier termed "vocational maturity" as "the place reached on the continuum of vocational development from exploration to decline" (p.153). The more vocationally mature an individual is, the more he behaves vocationally like older individuals in the same life stage. Super (1955p.153) also notes that a vocational maturity quotient might be developed to indicate "whether or not the vocational development of an individual is appropriate for his age, and how far below or beyond his chronological age his vocational development is." In short, a Vocational Maturity Quotient (VMQ) might be derived, much like th IQ, which would express the ratio of the individual's standing on a behavioural scale of career development to his expected status, as indexed by his chronological age. Such a ratio leads, according to Super, Crites, Hummel, Moser, Overstreet and Warnath (1957,p.57) to two definitions of vocational maturity:

> "Actual life stage in relation to expected life stage provides one basis for judging wocational maturity. The second way of evaluationg vocational maturity is based on the behavioural repetoire which the individual has available for coping with the developmental tasks considered appropriate for his age and expected life stage."

The behavioural scale of career development referred to in these definitions of vocational maturity has several dimensions, which Super and his associates (1955,1957) have delineated and defined over the years as part of the Career Pattern Study, a 20 year longitudinal investigation of career development from early adolescence to mid-life.

Taken together, the five dimensions or indices of vocational maturity (orientation to vocational choice-information and planning-consistency of vocational preferences-crystallization of traits and wisdom of vocational preference) were conceived to chart the career maturity of adolescents during the high school years.

Crites (1964) reorganized and revised the Career Pattern Study dimensions of vocational maturity into his figure of career maturity. His model comprised of four group factors-consistency of vocational choice-wisdom of vocational choice-vocational choice competencies and vocational choice attitudes.

The Career Choice Competencies and the Career Choice Attitudes groups were formulated from Super's Orientation to Vocational Choice, Information and Planning, and certain components of the Crystallization of Traits dimensions (Crites, 1964). Along with the "consistency" and "wisdom" of vocational choice, "competencies" and "attitudes" give us an elaborated construct of vocational maturity. Of these variables in the model of career maturity, the Career Maturity Inventory (CMI) was conceived and constructed to measure career choice competencies and career choice attitudes.

Career Decision Making-A Process of Differentiation and Integration

For Tiedeman and O'Hara (1963), career development is defined as the process of building a vocational identity through differentiation (discrimination of various careers), and integration (incorporation of a final chosen career). Career development is viewed as a function of the developing self-concept, becoming increasingly differentiated and comprehensive. Tiedeman and O'Hara (1963) define self-concept

as the accumulating meaning which one makes about oneself, as he contends with the demands of society. The critical ingredients of the developing or emerging self include situational and social factors. as well as biological factors.

Implicit in this theory of career development, is the process of decision-making, a series of steps which may be repeated as necessary throughout one's lifetime. The decision-making process begins when one encounters a problem or experiences a need, and realizes that a decision must be made. An individual may be at different stages in dealing with different problems that he faces.

An individual progresses through seven sequential stages: (1) exploration, (2) crystallization, (3) choice, (4) clarification, (5) induction, (6) reformation and (7) integration. The first four stages are anticipatory, or preliminary to implementing a decision; whereas, the last three occur during the implementation, or living out of a decision. These seven stages may be described as follows:

1. Exploration

   Generally speaking, before an individual engages in vocational decision-making, he will engage in a highly exploratory phase, during which many alternatives are considered. The individual takes into consideration his various life and career goals, societal expectations, related to an individual's desire to enter certain careers in which he expects his need structure to be satisfied. (If one postulates needs as a factor in occupational selection, then need satisfaction is directly related to job satisfaction as well). In addition to considering needs and goals, the individual may review past experiences, consider his abilities, fantasize career roles, differentiate the courses of actions, and estimate the desirability and practicability of each.

2. Crystallization

When an individual's needs and goals have been established the individual will move towards a specific career, or perhaps a handful of career alternatives. Potential rewards of the alternative careers are clarified as the individual is considering the advantages and disadvantages of each career alternative. There is a stabilization of thought and, the most desirable careers.

3. Choice

When the relevant advantages and disadvantages are weighed, the individual is ready to make a decision. One alternative emerges as more desirable, and the individual decides to pursue that occupation.

4. Clarification

Once a decision has been made as to the desired career, the differentiation phase of the decision-making process concludes. The individual conducts a further analysis of his choice, and reviews and resolves any doubts, or uncertainties which may be attached to his choice. The individual is able to complete his concept of himself in his new situation.

Successful completion of the exploration, crystallization, choice, and clarification phases advance the individual into implementing his vocational choice.

5. Induction

This stage marks the beginning of the implementation of a decision; the point at which the individual comes into reality contact with a new environment. The individual begins the process of accommodation or adjustment to a new group of people, and a new situation or context in the living out of his decision. The individual's primary mode of interaction is passive or receptive. He is hesitant and is looking for cues from others in the group to determine what the group's values and goals are, and what the group's expectations of him are. While there is a general defense of self and a giving up of aspects of self to group purpose, the individual needs to feel some level of acceptance of his uniqueness by the group. Gradually, he identifies with the group through the assimilation of his individual values and goals into the group's values, goals, and purposes. This stage ends when a person becomes aware of his being accepted by the group.

6. Reformation

When an individual is accepted into the new working environment, he usually becomes more assertive. The individual may begin to try to influence the relevant activities and thinking of his working peers in an attempt to adopt the goals and activities in accordance with his own wishes. Eventually, the person either achieves the changes he has sought, or he adjusts his expectations to the environment.

7. Integration

Once the individual is satisfied with his new working environment, a balance is usually achieved between the group demands, and his individual needs. The individual will develop a concept of himself, as being a successful individual in relation to his working group. Successful integration generally indicates successful completion of the vocational counselling process.
However, this achievement of balance between the working group, and the individual usually is not a static or stable condition, but one of dynamic equilibrium. The equilibrium is eventually altered by one or a combination of such factors as psychological changes within the individual, co-workers, work setting, economic conditions, environmental tasks, and so on.

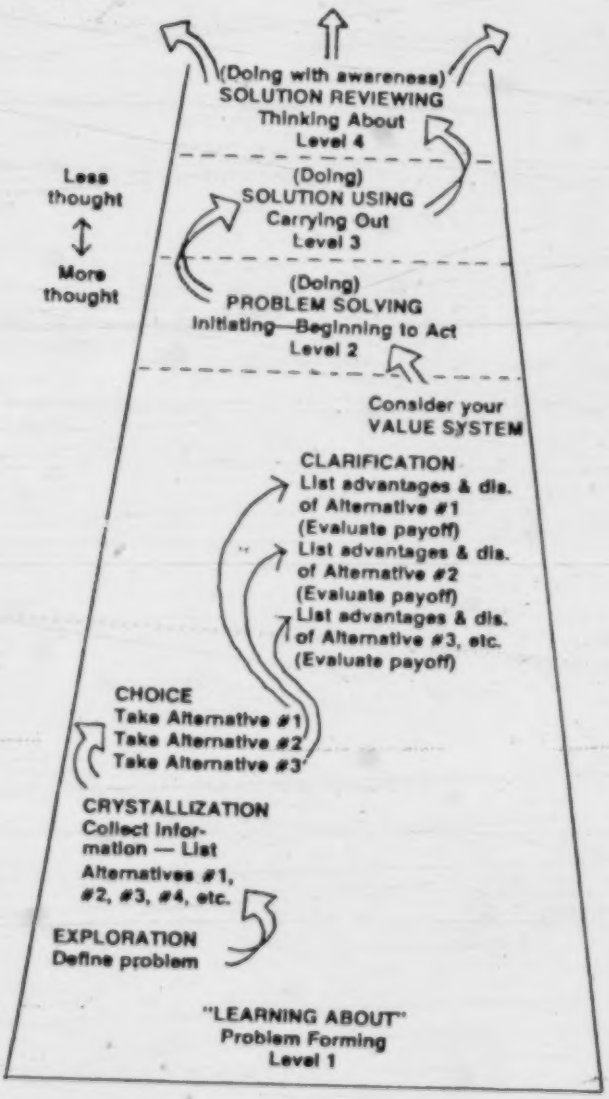
Miller-Tiedeman Pyramidal Model of Decision-Making Comprehension

Miller-Tiedeman (1977) devised a pyramidal model of decision-making comprehension, based on Tiedeman and O'Hara's (1963) decision-making stages of anticipation and implementation. She also incorporated the strategies that students use in making decision (Dinklage, 1968), and Wilson's (1971) decision-making learning levels.

Miller-Tiedeman (1977) suggests that Level 1, Learning About, requires more thought as it includes the Tiedeman-O'Hara (1963) stages of Exploration, Crystallization, Choice, and Clarification. It also involves thinking about what might influence and/or determine the final decision.

Level 2, Beginning to Act, is that part of the process where action starts on the final decision. Miller-Tiedeman (1977) suggests that this level may be entered by using a less thoughtful decision strategy as well as a more thoughtful one which might include going through all the Tiedeman-O'Hara (1963) stages. At Level 3, Miller-Tiedeman (1977) hypothesizes that the individual carries out what he or she has begun in Level 2, while Level 4 envisages a "review" where the individual considers possible redefinition and potential recycling. The levels are not discrete, but flow into each other as indicated by the broken lines in Figure 1. Miller-Tiedeman (1977) indicates that the top is open to illustrate the ongoing, or potentially cyclic, nature of decision-making.

Figure 1
MILLER-TIEDEMAN PYRAMIDAL MODEL OF
DECISION-MAKING COMPREHENSION



(Miller-Tiedeman, 1977, p.11)

Summary

The discussion of three viewpoints explaining the nature of career decision making indicates that an individual's career decision behaviour may be viewed as a cumulative result of decisions made throughout the period of preceding development. Ginzberg (1951,1972) views vocational choice as a developmental process which spanned the years from late childhood to early adulthood. Super (1953) views vocational development as the individual choosing occupations whose characteristics allow him to function in a role that is consistent with his self-concept. Similar to Super (1953), Tiedeman and O'Hara (1963) focus upon the self during career development, but differ in that they draw their attention to post-adolescence.

Super (1955) was one of the first vocational theorists to develop the concept of vocational maturity. Crites (1964) revised Super's (1955) indices of vocational maturity and utilized four group factors or dimensions of vocational maturity along which the career decision making ability of an individual could be evaluated. The development of the Career Maturity Inventory was based on Crites's (1964) four dimensions.

Tiedeman and O'Hara (1963) see the process of career decision making as one of cognitive differentiation and integration. This process, hypothesized into seven sequential stages, has been incorporated into Miller-Tiedeman's (1977) Pyramidal Model of Decision-Making Comprehension. It is this model which is the basis for the development of the Decision-Making Organizer (Miller-Tiedeman, 1979).

Some major aspects of career decision behaviour have been outlined in this chapter. In the next chapter, a review of the significant research as it applies to the problems of this study is presented.

CHAPTER III

REVIEW OF RELATED RESEARCH

In this chapter, the subject areas which are of importance to this study are examined. These areas, specifically career maturity, and,career maturity and decision making have been researched primarily with one criterion instrument of this study-The Career Maturity Inventory-Attitude Scale. The focus of this chapter will be on the use of this criterion instrument in researching the above-mentioned areas, as well as current statistical research on the Career Maturity Inventory-Attitude Scale.

No literature or research is available on the second criterion instrument, the Decision Making Organizer. With its development only this year, this study is the first attempt to use it for research purposes.

The chapter ends with a summary, and this study's research questions, formulated as a result of the literature review.

Research Related to the Concept of Career Maturity and the Career Maturity Inventory-Attitude Scale

In his monograph, Crites (1969,pp.52-65) reviews many of the extensive studies which have researched the relationship of career maturity to such variables as intelligence, scholastic ability and personality. Many of the studies mentioned in the monograph used the Attitude scale of Crites' Career Maturity Inventory (at that time entitled the Vocational Development Inventory) as a measure of career maturity attitudes.

More recently, the Attitude Scale of the Career Maturity Inventory(CMI) has been used even more extensively for researching the concept of career maturity.

The effectiveness of short-term counseling on career maturity of tenth-grade students as measured by the Career Maturity Inventory (CMI) Attitude Scale was studied by Flake, Roach and Stenning (1975). Their results indicate that career maturity can be influenced by a short-term (3 counselling sessions) program designed to strengthen mature responses of students who have evidenced immaturity. They found that counseling directed specifically toward reinforcing dimensions believed to be of a developmental nature resulted in more mature responses by the students in a relatively short time span. Flake et al (1975) concluded that career maturity as a developmental process can be measured and facilitated through counseling.

A study was undertaken by McDermott (1978) to identify and investigate some specific means of improving the level of career maturity through the use of career and self-knowledge information. The results of his study indicated that the combination of self-knowledge and career information demonstrated that a short term (9 week) intensive information program could significantly improve career maturity levels in career attitudes for tenth grade students. Recommendations made by McDermott (1978) were that education should place more emphasis on the presentation of self-knowledge information to the 15 and 16 year old age grouping to provide a firm foundation for future career planning and development. Also, that decision-making skills should be taught to 15 and 16 year old students to

assist them in preparing for the more cognitive next levels in their career development.

The question of what relationship to attitudinal career maturity does an information exploration program have with grade eight and nine students, was investigated by Trainor (1977). He found that exposure to appropriate occupational and psychological information enhances attitudinal career maturity scores, as measured by the CMI for grade nine students, but not for the grade 8's.

Crites (1973) has indicated that the CMI is useful in counseling normal populations of high school and college students. Lester and Narkunski (1975) illustrated the usefulness of the CMI with more disturbed populations. They found that participation in a 9 month vocational training program by 22 of 51 ex-addicts produced higher CMI Attitude Scale scores for the completers vs. noncompleters. They found that completion of the program by the 22 ex-addicts was related to having more mature attitudes about careers and more knowledge of and competency in career decision-making, as assessed by the CMI.

Another special group was researched with the CMI by Bingham (1978). She examined the extent to which boys (Grades 6, 9, and 10) with specific learning disabilities differed from those without specific learning disabilities on career attitudes. Utilizing the CMI-Attitude Scale, Bingham (1978) found significant differences in mean scores between the groups with and without specific learning disabilities at both the preadolescent and adolescent levels. This implies (Bingham, 1978, p. 342) that "boys with specific learning disabilities

are less mature in their responses to demands associated with career choice and would, therefore, need to be provided with carefully planned experiences and activities that accommodate the developmental differences noted in this dimension of vocational maturity."

One researcher has investigated the relationship of vocational maturity and anxiety to certain aspects of vocational choice. Lee (1975) used a sample of 106 students from six pre-vocational classes in three comprehensive high schools in Northern Ohio. His results demonstrated a significant correlation between the maturity of vocational attitudes, as measured by the CMI, and vocational choice and certainty of vocational choice.

Thomas (1974) designed a study to investigate the effects of sex, status of occupational choice (decided vs. undecided) and responsibility for career development on the career maturity of ninth grade students in an urban, industrial community. More specifically, Thomas (1974) wanted to determine whether there were significant differences in the mean scores on the CMI between male and female students; between students who have decided what occupation they wish to enter and those who are undecided; and between students who believe their career development is controlled mostly by external factors and those who believe that they control their own career development. The results indicated that students who were able to state an occupational choice had more career maturity attitudes than those who were undecided about their occupation choice. Low (internal) and middle locus of control students had significantly higher career maturity scores than the high (external) students. The level of career

development responsibility (internality vs. externality) appears to have a greater effect on the career maturity of females than males. Thomas (1974) concludes that females appear to have more mature career attitudes than do males. He adds that the higher level of career maturity exhibited by the students who were able to state an occupation they planned to enter when they left school as compared to those who were undecided appears to provide additional evidence of the validity of the CMI.

The usefulness of the CMI as a measure of vocational maturity with high school students using longitudinal data collected from three large nonmetropolitan school systems was examined by Herr and Enderlein (1976). Their basic research questions were: Is there any difference in mean scores on the CMI (a) among three school systems, (b) among four curricula: academic, business, vocational, and general, (c) among three grades, ninth, tenth, and twelfth, and (d) between males and females for the combined sample? Data was collected continuously from the time that students progressed from ninth grade into their post-secondary school careers. The final results of their study suggest that while vocational maturity, as measured by scores on the CMI does proceed incrementally by grade level, this is an oversimplified explanation of the process. School effects, curriculum effects, and sex differences also influence the rate and level of vocational maturity which occurs. Finally, their results were similar to Thomas's (1974) in that they found the vocational maturity of girls and boys to differ, with the former maturing earlier and advancing further than boys during the adolescent period.

Gustafson (1975) utilized the CMI to study the career development

of tenth grade high school students, as well as to evaluate the effectiveness of a career education project. In selecting the CMI, Gustafson (1975) raised two questions concerning the use of the CMI with students in career education programs. These two questions were : (a) Do counselor ratings of students' career knowledge, career planning and attitude toward work correlate with those concepts as measured by the CMI? (b) Are the subtests of the CMI measuring independent factors of career maturity or are they so highly interrelated that they measure only one or two factors? Results of the study indicated that there was agreement between counsellors and the CMI in terms of its measurement of knowledge about jobs and attitudes toward work, but not in goal setting and planning. Gustafson (1975) also found the CMI subtests to be highly interrelated, but the relationships between what the counselor measures and what the CMI measures not highly related at all.

Richardson, Kwalwasser and Shelov (1976) conducted a study to clarify the meaning of vocational maturity in female career development. Correlational analysis examined the relationship of vocational maturity, using the CMI Attitude Scale, to the career orientation variables of: work salience, desire to work, three measure of occupational role innovation, level and traditionality of occupational choice, and, educational aspiration. They reported in their results that vocational maturity and career orientation variables are relatively stable characteristics in college age female students. They also found vocational maturity to be significantly related to work role salience.

Dillard (1976) examined the relationship of career maturity to both reading achievement and the socioeconomic status of sixth grade Black males in two large urban areas. Dillard (1976) found that socialization or vocationalization processes rather than ability differences in reading achievement accounted for career maturity differences among the students. The results of Dillard's (1976) study lead him to conclude that, in order to maximize the growth of vocationalization processes, counselors should not delay until junior and senior school years experiences that enable children to explore their values and attitudes. Individual and group counseling and planned classroom activities may provide the kinds of experiences for middle and lower-class Black males to recognize, discuss, reality test, and understand their own and others' vocational values and attitudes.

Research Related to Career Maturity and Decision-Making and the Career Maturity Inventory-Attitude Scale

Ganster and Lovell (1977) designed a 15 hour career development seminar for 24 undergraduate students. Participation in this particular career development seminar led to significant changes in career maturity, as measured by the CMI. The main effect on the Attitude scales indicated that the students viewed work as a more important aspect of their life, became more personally involved in the career choice process, and became more independent in their decision-making. Ganster and Lovell (1977) conclude that the results of their study attain more practical significance in light of predictive validity studies (Crites, 1965) which indicate that students who are higher

on career maturity tend to be more stable in their career choice decisions over time, are higher achieving, and more successful on the job.

Biscoglio (1976) investigated the question of whether the career maturity scores on the CMI of eleventh grade students increase as a result of participation in a decision-making program. The Decisions and Outcomes program (Gelatt, Varenhorst, Carey and Miller, 1973) did not have an effect in increasing the vocational maturity of students. The author concluded that nonsignificant results were due to a large amount of intervening variables.

Research by Boder (1977) focused on selected relationships between work values, instruction in a decision-making course and career maturity of eleventh grade students of a joint vocational high school. His main concern was to determine the extent a decision-making course influenced career maturity of the students. Following participation in the decision-making course, all students were posttested using the CMI-Attitude Scale. Boder (1977) found that female students who participated in the course scored significantly higher on the CMI than did the male students who participated in the same course.

Research findings of McCoy (1976) suggest that a six-session career workshop significantly influenced certain aspects of the career development of a group of student wives. The more profitable activities of the workshop seem to have been those that gave the workshop participants knowledge of the career decision-making process, accelerated career maturity, and encouraged confidence to implement career choice, especially decisions to continue in school. The CMI Attitude

Scale was the pre-test-post-test instrument used for measuring career maturity.

Statistical Research on the Career Maturity Inventory-Attitude Scale

Westbrook (1976) designed a study to determine whether or not the two dimensions of Career Choice Attitudes and Career Choice Competencies are interrelated as hypothesized in the Crites (1965, 1973a) model of career maturity. A sample of 90 ninth grade pupils were tested, and it was found that the correlation between the CMI Attitude Scale and the variables classified as career choice competencies were found to be higher than predicted by the model. In a similar study, only with a larger sample (N=270 ninth grade students), Westbrook (1976b) again demonstrated that the CMI Attitude Scale and Competence Test subscales and total score were intercorrelated. He concluded that the correlations were mostly consistent with Crites' (1965,1973a) model of career maturity, although the Career Choice Attitudes and Career Choice Competencies dimensions were found to be more highly correlated with each other than was hypothesized.

Yet in another study, Westbrook (1976c) found the relationship of the Career Choice Attitudes dimension to the Career Choice Competency dimesion to be higher (r= .57,.64) than the theoretical expectation of .30 to .49 which had been hypothesized by Crites (1974). These findings, along with Westbrooks' earlier study (1976b) suggest that Career Choice Attitudes and Career Choice Competencies as measured by the CMI are more highly related to each other than the

Crites' model indicates.

Westbrook and Cutts (1978) investigated the construct validity of the CMI with 312 ninth grade pupils. Researching several hypotheses, they found that with respect to the Attitude Scale: (a) the correlation between Career Choice Attitudes and Career Choice Competencies (r= .70, .80) to be considerably higher than the .30-.49 range predicted from theory (Crites, 1973b) and, (b) the Attitude Scale correlates more highly with the Competence Test total score than it does with the measures of intelligence, reading and language. In other words, the Attitude Scale provides more of a measure of career maturity than it does a measure of intelligence or school achievement.

These same researchers found the internal consistency estimate (Kuder-Richardson Formula 20) obtained with the Attitude Scale (r=.78) to be higher than the coefficient (r=.65) reported by Crites (1973a) for 1349 ninth graders in the standardization sample. The test-retest reliability of the Attitude Scale was found by the researchers to be .67, which they argued may mean that the individuals changed in different directions or in the same direction but at different rates. They concluded their study by indicating that there is a need to clarify how career maturity instruments depart from instruments that are interpreted differently.

Finally, Mocosesian and Holley (1977) examined, with eighth grade Anglo and Mexican American students of a rural agricultural community, the test-retest reliability of the CMI. Unlike Westbrook and Cutts (1978), they found the test-retest reliability and internal

consistency for the Attitude Scale of the CMI for their sample to be similar to that reported by Crites (1973a).

Research Questions Related to Career Maturity and Career Decision-Making Patterns of Year I Students of a Trades and Service High School

Based on a review of related literature, and utilizing data from the Career Maturity Inventory-Attitude Scale (Crites, 1973c) and the Decision Making Organizer (Miller-Tiedeman, 1979), this study will seek answers to the following questions:

(1) Does the Attitude Scale of the Career Maturity Inventory measure a change in the maturity of career attitudes for Year I students of a Trades and Service High School who have participated in a career program?

(2) Do the Self-Understanding, Education, and Work After High School subtests of the Decision-Making Organizer measure a shift in the decision-making patterns of Year I students of a Trades and Service High School who have participated in a career program?

(3) Is the Attitude Scale of the Career Maturity Inventory and the Decision-Making Organizer subtests of Self-Understanding, Education and Work After High School measuring the same thing?

Summary

A review of the literature indicates that career maturity may be influenced by many factors, one of them being career counselling or participation in career education programs. Similar career education programs have also been found to influence an individual's career decision-making ability. It was these two aspects which prompted the research questions of this study. Briefly, they deal with the relationship of both career maturity and career decision-making patterns of a specialized group of students as a result of participation in a specially designed career program, and, the cross validation of a new research instrument, the Decision Making Organizer, with the well established Career Maturity Inventory.

The next chapter discusses the design and procedures for the present study.

CHAPTER IV

PROCEDURE AND DESIGN

The rationale and development of the author's Mission Employment Career Program, discussion of the sample, data collection, description of the criterion instruments, experimental procedures, and statistical techniques used, are detailed in this chapter.

Development of the Mission Employment Career Program

Introduction

The vocational choice theory of Tiedeman and O'Hara (1963) was chosen as the underlying base for the Mission Employment Career Program (refer to Appendix A). One reason for utilizing this theory, is that Tiedeman and O'Hara (1963) describe the process of vocational decision-making in relation to a developmental structure of man, school, and work. In their theory, the career evolves in a time pattern in harmony with the evolution of other aspects of life. The theory is operational in nature, having contributed to not only model development, but to research methods as well. They emphasize vocational choice which occurs in the post-adolescent period of human development, and have sought to clarify and specify the sequence of decisions within a context of stages. Their model of career development also offers a great deal of flexibility to incorporate a wide range of different life-stage clients.

After considering a number of decision-making theories, the Tiedeman and O'Hara (1963) model of career development offered the most comprehensive framework for development of the Mission Employment Career Program. The name, Mission Employment, was used in hopes of being trendy and easy to remember (similar to

Mission Impossible). The rationale for development of the educational lessons, as viewed from the Tiedeman-O'Hara (1963) framework will be reviewed below.

Rationale for development of the Mission Employment Career Program

The anticipation stages of exploration, crystallization, choice and clarification as outlined by Tiedeman and O'Hara (1963) served as the rationale for development of the educational lessons of the Mission Employment Career Program. The final choice of a career is decided upon after the individual has proceeded through an orderly development of stages. Although cases do exist where the individual does not follow these stages, in general, progress is sequential.

Exploration: Characteristics of the Counselling Process: A comprehensive approach to career counselling places emphasis on the individual, and the individual's growth and development towards responsible and effective employment. In the exploration stage, the teacher works towards promoting individual understanding and facilitation of student occupational exploration. The student should be encouraged to read about and explore different occupations; study occupational monographs; contact relevant people concerning particular jobs; explore training prerequisites, and participate in aptitude, interest testing and so on. The final occupational choice should be based on sound, relevant information (Fitzsimmons, Hiebert, and Shaske, 1978).

The development of the Introduction-What is Career Planning, of the career program; as well as, Topic 1-Interests; Topic 2-Discovering Your Interests; and Topic 3-Researching Interest Areas,

was based on the characteristics of the counselling process-exploration phase. Completion of these segments would initiate and facilitate progression through exploration into the crystallization phase.

Crystallization: Characteristics of the Counselling Process: The teacher can aid the crystallization process by making available to the student a clear knowledge and understanding about various careers. This includes educational and occupational information (i.e. educational prerequisites, training programs, working conditions, knowledge of the expanding options of career development in the framework of career education; and, a comprehension of the many alternatives). Any information which is provided to the student by the teacher must be accurate, complete, and relevant (Fitzsimmons, Hiebert and Shaske, 1978).

Topics 4,5, and 6-Researching Occupations; Discovering Occupational Characteristics; and, Matching Occupational Characteristics and Interests, were developed to aid in movement through the crystallization phase, and into the next step of choice.

Choice: Characteristics of the Counselling Process: The counselling which is provided must be aimed at helping the individual maximize his possible freedoms within the limitations of himself and his environment. The teacher avoids any possible threats to the student that may interfere with the student's freedoms, or deter him from full career options (Fitzsimmons, Hiebert and Shaske,1978).

An in-depth study of one occupation-Topic 7, is characteristic of Tiedeman and O'Hara's (1963) choice stage.

Clarification: Characteristics of the Counselling Process: The

counselling process specifies the steps which are necessary for implementing the choice. The teacher can aid the student by informing him of the proper people to contact regarding his job, interview procedures, completion of necessary forms, and so on (Fitzsimmons, Hiebert and Shaske 1978).

For students at W.P. Wagner High School, there was a need to facilitate the clarification stage from two viewpoints. Topic 8-Relating Career Choice to high school courses was developed to assist those students who might make the decision to continue their education at a secondary institution. Topics 9-13; Looking for a Job; Applying for a Job-Application Forms; Writing a Resume; The Interview, and, Part-time Jobs, were designed for aiding in the clarification process of those students planning to leave school and enter the working world immediatedly. Topic 14-Sundry Facts was developed as miscellaneous items which applied to every student participating in the career program.

The Mission Employment Career Program terminates at this point, having based lesson plans on the anticipation stages of Tiedeman and O'Hara's (1963) model of vocational choice.

Instruments

Measurement of maturity of vocational attitudes. The level of maturity of vocational attitudes was measured by the Attitude scale of Crites' Career Maturity Inventory.

The Career Maturity Inventory Attitude Scale (Crites, 1973c) consists of fifty items stated in both the first and third person and administered with a True-False format. The statements are designed to measure involvement in processes of vocational choice, orienta-

tion to the world of work, independence from others in vocational decision-making, preference for certain factors in occupations, and conceptions of work and choice. The Attitude Scale raw score can be used " as an operational definition of the Career Choice Attitudes dimension in the model of career maturity" (Crites, 1973b, p.31).

The Administration and Use Manual for the Career Maturity Inventory (Crites, 1973b) provides a brief, non-technical summary of the Career Maturity Inventory's construction and development as they pertain to its administration and use.

Briefly, the sampling plan for the CMI Attitude Scale was across Grades 5 through 12 and the corresponding age groupings, from 11-5 to 17-6. Subjects were first tested cross-sectionally within the age/grade levels at the same point in time. They were then retested each succeeding year until the original fifth graders (11-5 age group) were in the twelfth grade (Crites, 1973b).

The testing was done during the 1961-62 academic year in Cedar Rapids, Iowa, a community with a population then of approximately 92,000 persons (1960 census). Five elementary schools were sampled from the twenty-five in the system to cut across high and low rent districts, but the entire population of junior and senior high schools was tested (Crites, 1973b). Standardization data were obtained from these schools to perform statistical analyses.

The Theory and Research Handbook for the Career Maturity Inventory (Crites, 1973a) presents the theoretical background and summarizes the accumulated research on the Career Maturity Inventory's psychometric characteristics.

Reliability

Internal Consistency. Item data from Grade 6 through 12 in the standardization sample were used to calculate internal consistency estimates (Kuder-Richardson Formula 20). Reliabilities, as reported by Crites (1973a) suggest that, on the average (.74), the coefficients are comparable to those of other instruments similar to the Attitude Scale.

To measure stability, the Attitude Scale was tested and retested with 1,648 subjects in Grades 6 through 12, over a one-year interval. The coefficient of stability was .71.

Coefficients of equivalence for the Attitude Scale have not been determined because alternate forms of the scale are not available (Crites, 1973a).

Validity

Content Validity. The content of items written for the Attitude Scale was deduced from central concepts in career development theory, and then gathered from relevant instances of verbal vocational behaviour. From a pool of approximately 1,000 items, 100 were selected according to Flanagan's (1951) procedure for the initial standardization. On this basis, it is presumed that the Attitude Scale samples content that is theoretically relevant and representative (Crites, 1973a).

Criterion Related Validity. In his research on criterion-related validity, Crites (1973a) pointed to a possibility of a "response bias" in the Attitude Scale. In this scale there are 7 true answers and 43 false answers.

After citing several correlational studies that he believed refuted

the possibility of a "response bias", Crites (1973a) said,

> " In summary, the accumulated research on response bias (set and style) as a source of variance in the Attitude Scale has been almost entirely negative, the one possible exception being Shirts' (1968) data on 5th graders. It seems reasonable to conclude therefore, that as a measure of one dimension of construct of career maturity the Attitude Scale is not significantly contaminated with the test-specific sources of response bias. In other words, it is construct valid with respect to this type of measurement error" (p.17).

Reported by Crites (1973a) are studies by researchers suggesting relationships between intelligence or scholastic aptitude and verbally expressed career attitudes, but not between career attitudes and socioeconomic status, siblings and previous work experience.

Crites (1973a) cites studies by Ashbury (1967), Bovee (1967) and Guilliland (1966) which indicated that counseling can help increase career maturity. Crites (1973a) suggests that the best conclusion which can be drawn at present is that counseling evidently can affect Attitude Scale scores favorably but it is not known why.

Administration

Thirty minutes is suggested as a timing guideline for total administration of the Attitude Scale, with 20 minutes being adequate working time. The administrator should emphasize that the student respond to the items by indicating his or her own feelings about how each item applies to the world of work.

Reviews of the Career Maturity Inventory have been written by Hansen (1974) and Sorenson (1974).

Measurement of decision-making abilities. The patterns of decision-making abilities was measured by Miller-Tiedeman's Decision-Making Organizer.

The Decision-Making Organizer asks students to specify their present state in each of 4 areas: (1) Self-understanding; (2) Education; (3) Work; and (4) Personal Time Economics, according to the design of the Miller-Tiedeman (1977) Pyramidal Model of Decision-Making. The questions directly bear on various states in the Miller-Tiedeman Pyramidal Model of Decision-Making Development which is the underlying use of the Decision-Making Organizer in any life period (Miller-Tiedeman, 1979). They are structured and may be used to cause students to recognize and acknowledge the part of the decision-making process they are using at the moment in regard to the four above-mentioned decision areas.

The Decision-Making Organizer was developed for the following reasons (Miller-Tiedeman, 1979, p.6,7):

1. To assist learners in their own life construction.
   (a) To help learners understand which parts of the decision-making process they are currently using by self determination of which stage and which level of the decision-making process they are using.

   (b) To encourage learners to use the Organizer as a guide to additional help they may get from teachers, librarians, and counselors in specified career areas.

2. To make group needs assessments.
   (a) To find out which areas and what levels each learner most needs assistance with and to determine at what decision levels interventions are appropriate and necessary for learners in each area.

   (b) To determine which areas and stages/levels learners as groups seem to have most problems with and to develop curriculum and guidance programs of the school district appropriate for such needs.

3. To save interviewing time.

4. To aid teachers in helping young people with the process of decision-making in the four areas:

   (a) To suggest intervention variability the teacher ought

to use in helping learners work on their particular needs.

(b) To allow for individual analysis and discussion with each learner in regard to preparation for an earning activity after high school, a major purpose of career education in the adolescent period.

(c) To help teachers work with special needs learners and other groups especially targetted for adolescent career education in regard to what each learner wants to do after high school.

5. To conduct research on the decision-making process.

(a) To discover the particular decision-making pattern for the school population.

(b) Upon using the Organizer more than once, to measure changes brought about by using a specified intervention activity to strengthen the weak areas of the learners' decision-making processes.

(c) To give data for those teachers and/or counselors who want to share their results with their professional colleagues.

Because the Decision-Making Organizer is such a newly developed research intrument, standardization data has not yet been established, although it has been designed primarily for adolescents and young adults.

Reliability

The Organizer offers students means whereby they can determine for themselves what they consider the states of their decision making developments to be at any moment in regard to the four areas of life choice during adolescence and young adulthood. Since the Organizer makes no assumption that a particular state has to persist over any extended period of time, usual issues of test reliability do not apply to the Organizer (Miller-Tiedeman, 1979).

Although the Organizer is not a test, the Organizer still has issues of reliability which require consideration.

The major issue in the Organizer's reliability, as stated by

Miller-Tiedeman (1979), is whether the student considers a state of his or her decision-making indicated by the Organizer to be stable or not.

The test of the Organizer's reliability needs to be the degree to which the student understands the terminology of the Organizer and the operation of the decision process in himself or herself. When understanding of the terminology and the process is reasonably assumed and when the subject understands that deception is not desired, the Organizer can be presumed reliable. Otherwise, the Organizer's reliability will be in doubt just as the validity of the student's comprehension of personal participation in decision-making development will be in doubt (Miller-Tiedeman, 1979, p.10-11).

Validity

The Organizer makes no assumption that a particular state has to persist over any extended period of time. The Organizer assumes that persons (1) know their state, and (2) know that it is not a more advanced state; and (3) they can do something about moving their decisions in any area to more advanced states as they see fit (Miller-Tiedeman, 1979).

Under these conditions, the major validity question is whether the individual understands the state or not (Miller-Tiedeman, 1979). The use of the Organizer is intended to clarify individuals' attributions of decision states to themselves. The assumption as made by Miller-Tiedeman (1979) is that the Organizer has validity for helping those who use it to determine where they momentarily stand in their decision processes in each of the four areas of career decision-making. However, misunderstanding and self deception are possible. In dis-

cussions about misunderstandings, the aim should be to help the student master the basic concepts and to use them accurately in keeping his or her decision in each important life area an organized pattern in the mind (Miller-Tiedeman, 1979, p.8-9).

Self-deception may be harder to detect than misunderstanding. The most marked suggestions of self deception will probably arise when the Organizer's tale of decision states with regard to the four career areas are markedly variant from how the administrator of the Organizer generally tends to know the subject (Miller-Tiedeman, 1979). In such variations, Miller-Tiedeman (1979) states that it will be necessary to investigate carefully because either the subject is presenting herself or himself in ways to impress or, the administrator of the Organizer has not known the subject's decision states fully heretofore.

Face validity for the Decision-Making Organizer is good, in that it is clearly marked as measuring the individual's decision-making skills.

Administration

The Organizer is self administered, and is in one form only. All the directions needed are contained in each individual Organizer. Miller-Tiedeman (1979) suggests that the students be encouraged to be honest with themselves, as this is their personal report. They may want to share their information with their teacher and/or parents, but doing so is of the student's choice.

Total administration and Organizer completion time for adolescents is about 10 minutes. However, since this is not a timed test, individuals who are slower may be given additional time that day, or

the next to finish the Organizer.

In corresponding with Miller-Tiedeman, it was indicatd that data analysis initially would be restricted to frequency counts for Year 1,2,3, and 4, to determine before and after effects.

Description of the Ohio Vocational Interest Survey

The Ohio Vocational Interest Survey (OVIS) was the interest test used in the Mission Employment Career Program. It is designed to assist students in grades eight through twelve with their educational and vocational plans. The OVIS yields scores on twenty-four homogeneous interest scales, ranging from manual work through customer services to medical (D'Costa and Winefordner, 1969). In addition to the interest inventory, the OVIS solicits information on a student questionnaire, which includes data on job preferences, school subject likes, high school program plans for future education or training and, availability of and preference for vocational or business programs. The inventory itself consists of 280 job activities, to which students respond on a five-point continuum from "dislike very much" to "like very much." The OVIS is helpful in assisting students with educational planning, aiding dropouts to determine vocational plans, guiding counselors in planning group guidance occupational units, providing a framework for an occupational information file, and identifying groups of students interested in specific educational and vocational programs.

The Manual for Interpreting for the Ohio Vocational Interest Survey (D'Costa et al, 1970) provides a description of the OVIS's construction and development as they pertain to its administration and use, as well as its psychometric characteristics.

Objectives of the Mission Employment Career Program

The overall objectives for the Mission Employment Career Program are as follows:

1. To stimulate student interest in planning his/her vocational future.

2. To assist students in assessing what they want, what they are capable of doing and what they are willing to do in relation to the world of work.

3. To provide students with the opportunity to explore general occupational areas and specific occupations which they may pursue on their own as future employment possibilities.

4. To introduce students to:
   (a) Ohio Vocational Interest Survey
   (b) Canadian Classification and Dictionary of Occupations
   (c) Career Alternatives
   (d) Canada Manpower and Immigration
   (e) Alberta Apprenticeship Board
   (f) Job Search Skills

5. To stress the following about vocational decision-making:
   (a) The importance of planning
   (b) The importance of knowing self and realization that everyone is good at something
   The responsibility for a decision rests with the individual.

Individual objectives were designed for each topic, and may be reviewed more closely in Appendix A.

Sample

The participants in this study were Year I students from two Trades and Service High Schools in Edmonton, Alberta. The experimental group (from W.P. Wagner High School) was comprised of 216 students (19 Year I English classes and 7 teachers). The control group was made up of 50 students, registered in Year I English classes at Victoria Composite High School. The control group totalled 3 classes with the same teacher.

Data Collection

The research design consisted of two groups: (1) a CMI Attitude Scale pretested and posttested treatment group (n=216), and (2) a CMI Attitude Scale pretested and posttested control group (n=50). Both groups were pretested January 12, 1979 and posttested May 22, 1979. Three classes (43 students) were drawn from the treatment group and administered the Decision-Making Organizer (Modified). These students completed the Decision-Making Organizer (Modified) at the beginning, middle and end of the Mission Employment Career Program (April 2, April 25 and May 18, 1979). Only 33 students from the control group (Group 2) completed the Decision-Making Organizer (Modified) on the same dates as the treatment group.

The Decision-Making Organizer (Self-Understanding, Education and Work After High School) was slightly modified to simplify some of the more difficult terminology (refer to Appendix B).

Procedure

In order to provide a large scale career program for W.P. Wagner High School, it was necessary to offer the program in all Year I English classes. In initiating the English teachers to the program, inservice sessions were conducted to familiarize them in the use and interpretation of the Ohio Vocational Interest Survey, the Canadian Classification and Dictionary of Occupations, and, in assisting students with special needs and problems specifically with regard to career questions. These same teachers also attended a one-day Careers Conference in January, 1979.

The first draft of the Mission Employment Career Program was distributed to the English teachers and school counsellor. It was on their suggestions that the program was twice revised, and the final draft completed.

The Introductory portion of the career program was conducted in the month of January, 1979. This segment of the program was run in all Year 1 English classes, once a day (55 minute period) for a one week period. This portion included administration of the Attitude Scale of the CMI to the students, according to the instructions given in the manual. This test was taken by the students in the classroom situation and was given by the English teachers. Class discussions of career interests, variety of choices available, how to make decisions, the importance of planning, and definitions of vocational terms such as ability, skills, attitudes and so on followed the administration of the CMI Attitude Scale. The students were introduced to, and completed the Ohio Vocational Interest Survey (OVIS) at the end of the Introductory Week.

Teacher and counsellor observations of student reactions to the Introductory week were that they had never seen their students so excited about anything ever taken in school before. During class time, the students appeared to be interested in and absorbed by the career information. In a normally talkative class, the students remained quiet and attentive. The students indicated that they could hardly wait to get their OVIS profiles back, and that they enjoyed talking about careers. In the time period between the Introductory week and the career program, many students often asked their teacher

as to when their OVIS profile would be back.

The CMI Attitude Scale answer sheets were scored on the computer at the Edmonton Public School Board, and the OVIS answer sheets were sent to the United States for scoring. The months of February and March were set aside for scoring and returning of the OVIS profiles, as well as spring break for the students.

The Mission Employment Career Program was run for a seven week period, April 2-May 16, 1979, in all daily 55 minute Year I English classes. Each teacher was provided with the Mission Employment Handbook, suggested resource materials, task worksheets and their students' OVIS profiles (refer to Appendix A). Suggested procedures were outlined for the teachers, although they were encouraged to add additional career materials if needed.

During the career program, 3 classes completed the Decision-Making Organizer (Modified). These were hand-scored by the researcher. All Year I students completed the posttest CMI Attitude Scale at the completion of the Mission Employment Career Program.

The control group completed the research instruments as described in the section on data collection.

Statistical Treatment

The statistical analysis used on the Career Maturity Inventory-Attitude Scale was the two-way analysis of variance (Group X, Level of CMI score (low, medium or high)). For both groups, post-test total scores only were analyzed, as the pre-test scores were almost identical.

Upon consultation with members from Educational Research Services, University of Alberta, it was decided that a descriptive, non-statistical analysis would be most appropriate for evaluating the Decision-Making Organizer (Modified). Frequency counts for each phase were converted to percentages, and discussed accordingly.

CHAPTER V

ANALYSIS AND FINDINGS

In this chapter the statistical analysis and findings of this study are presented. The discussion will center around the analysis used and proceed to examine the hypotheses and other findings.

Statistical Analysis (Career Maturity Inventory-Attitude Scale)

One purpose of this study was to determine whether or not there was an increase in the maturity of career attitudes for students involved in the Mission Employment Career Program. The Attitude Scale of the Career Maturity Inventory was the criterion instrument used, and scores on a pre and post-test, which both the experimental and control groups completed, were obtained.

The analysis used involved comparison of post-test scores for each group and computation of two-way analysis of variance. Pretest scores were not statistically compared, as there was only a difference of 0.340 between pretest scores for the experimental and control groups.

Two variables were considered to be in need of examination and are listed below.

1. Variable A - Treatment Effect
   - Level I - Experimental
   - Level II - Control
2. Variable B - Level of Test Score on Criteria Measure
   - Level I - Low
   - Level II - Medium
   - Level III - High

The mean pre and post-test CMI scores of both the experimental and control groups are shown in Figure 2. The test scores are analyzed in Table 1.

One central question of this thesis deals with the effect of the treatment condition (participation in the Mission Employment Career Program) on the scores of the Attitude Scale of the CMI. The following statistical hypotheses were generated in an attempt to answer this question.

Statistical Hypotheses

1. The Mission Employment Career Program was designed to present vocational information and provide for experiences in decision-making skills. The students who experienced the program would be expected to achieve an increase in career maturity, as evidenced by increases on post-test scores, than those who experienced no such program.

Therefore, Hypothesis #1 states that there will be an effect for treatment shown on the test scores for the CMI Attitude Scale.

2. The author was interested in the effects of the Mission Employment Career Program on the CMI scores which were ranked as being low, medium or high. Pre-test scores were used for blocking.

Therefore Hypothesis #2 states that there will be significant treatment effect for all CMI Attitude scores that were ranked as either low, medium or high.

Statistical Findings

1. There was a negligible difference between pre-test means

for the experimental and control groups, suggesting that the two groups were similar in their responses to the CMI Attitude Scale. Following the experiment, however, significant treatment effects were obtained ($F=39.36$; $df=1$; $p<.00001$). These results indicate that whereas the experimental and control groups were similar in their initial performance on the CMI Attitude Scale, the treatment condition had a significant effect on the post-test scores of the experimental group (Table 1).

2. Analysis of the date (Table 1) indicates that a significant effect was found for all three levels of CMI scores ($F=42.74$; $df=2$; $p=.67$). This suggests that all scores in the treatment group were better than control group scores, regardless of what level the score was in.

The results indicate that the treatment had an effect on the scores obtained on the CMI Attitude Scale for the experimental group.

Analysis - (Decision-Making Organizer (Modified))

The other main purpose of this study was to determine whether or not there was a shift in the decision-making patterns of the students who participated in the Mission Employment Career Program.

The experimental and control responses to each stage in the Decision-Making Organizer (Modified) were tabulated and transformed into percentages. These results are graphically illustrated in Figures 3-12a. The patterns of responses to the areas of Self-Understanding, Education After High School, and , Work After High

Figure 2

MEANS FOR EXPERIMENTAL AND CONTROL GROUPS ON THE CAREER MATURITY INVENTORY - ATTITUDE SCALE

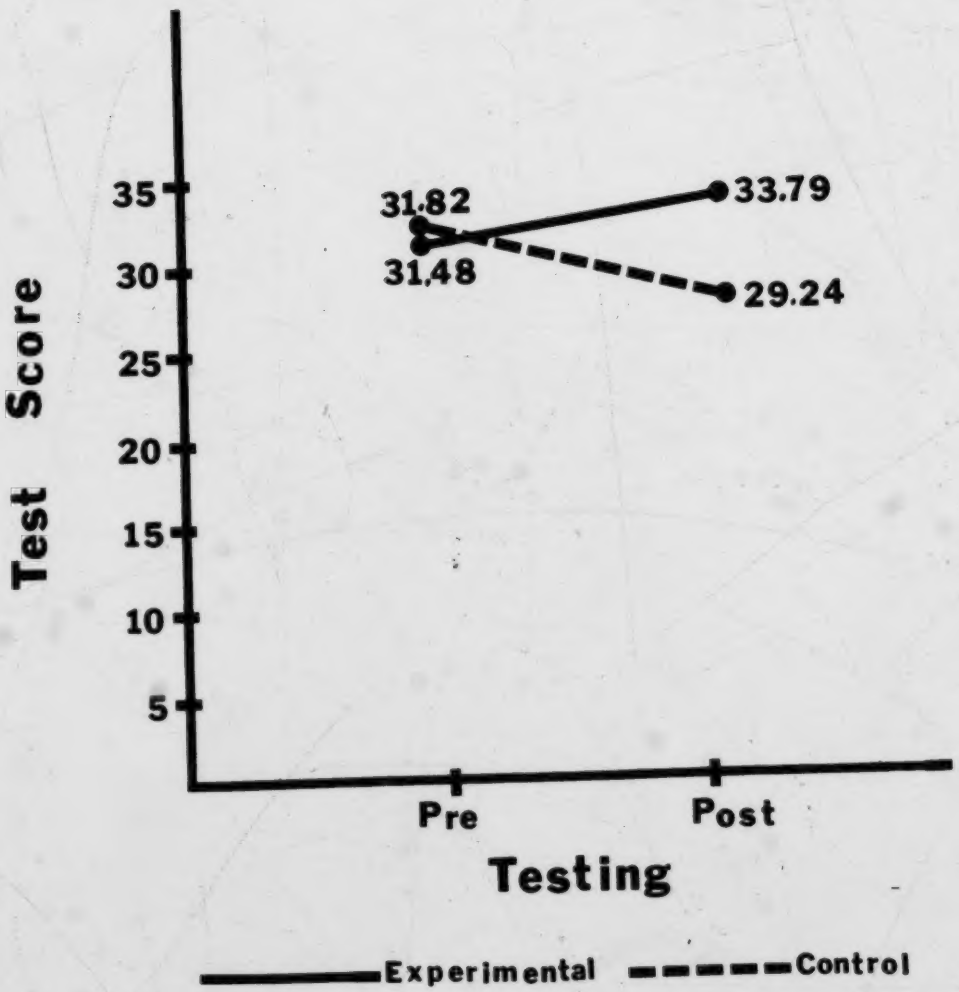


TABLE 1

ANALYSIS OF VARIANCE OF EFFECTS OF GROUP AND LEVEL OF TEST SCORE

Source of Variance	MS	Df	F-Ratio	Probability
Group (A)	905.81	1	39.36	0.0000**
Level (B)	983.63	2	42.74	0.0000**
AxB	8.94	2	0.38	0.67

* * indicates $p < .01$

Figure 3

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - SELF-UNDERSTANDING - EXPLORATION STAGE (DEFINING THE PROBLEM)

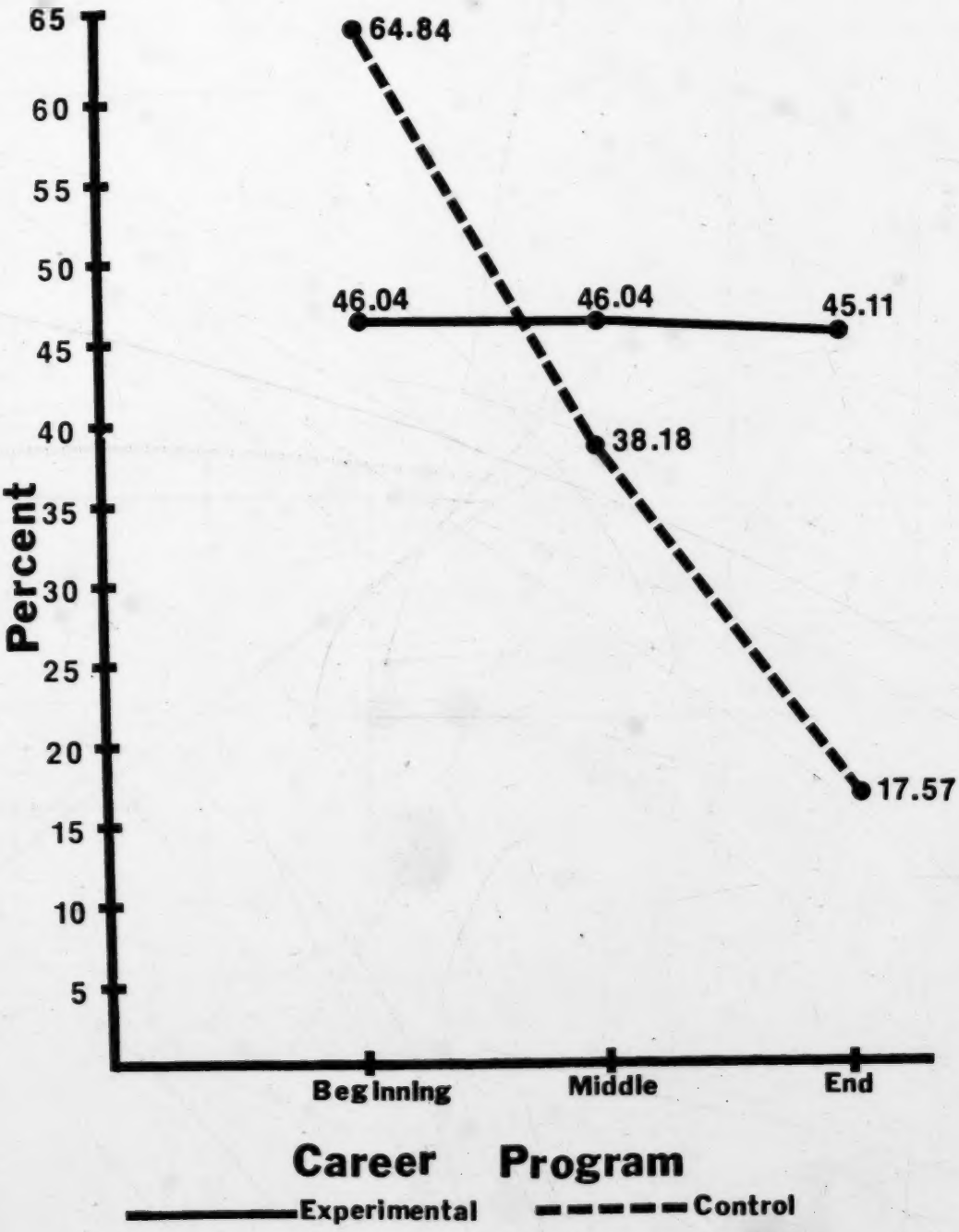


Figure 4

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - SELF-UNDERSTANDING - CRYSTALLIZATION STAGE (COLLECTING INFORMATION)

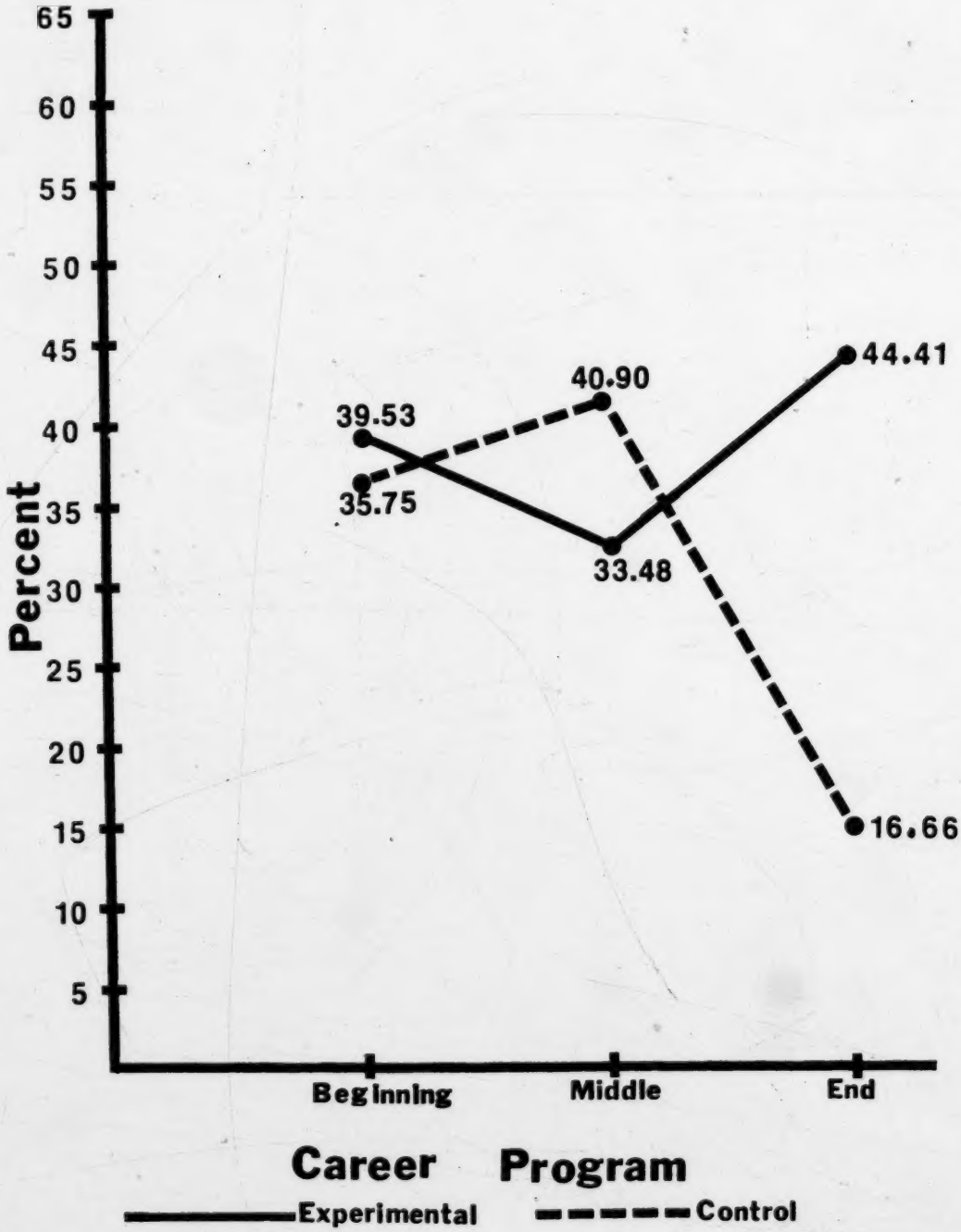


Figure 4a

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - SELF-UNDERSTANDING - CRYSTALLIZATION STAGE (INFORMATION COLLECTED IN THE PAST)

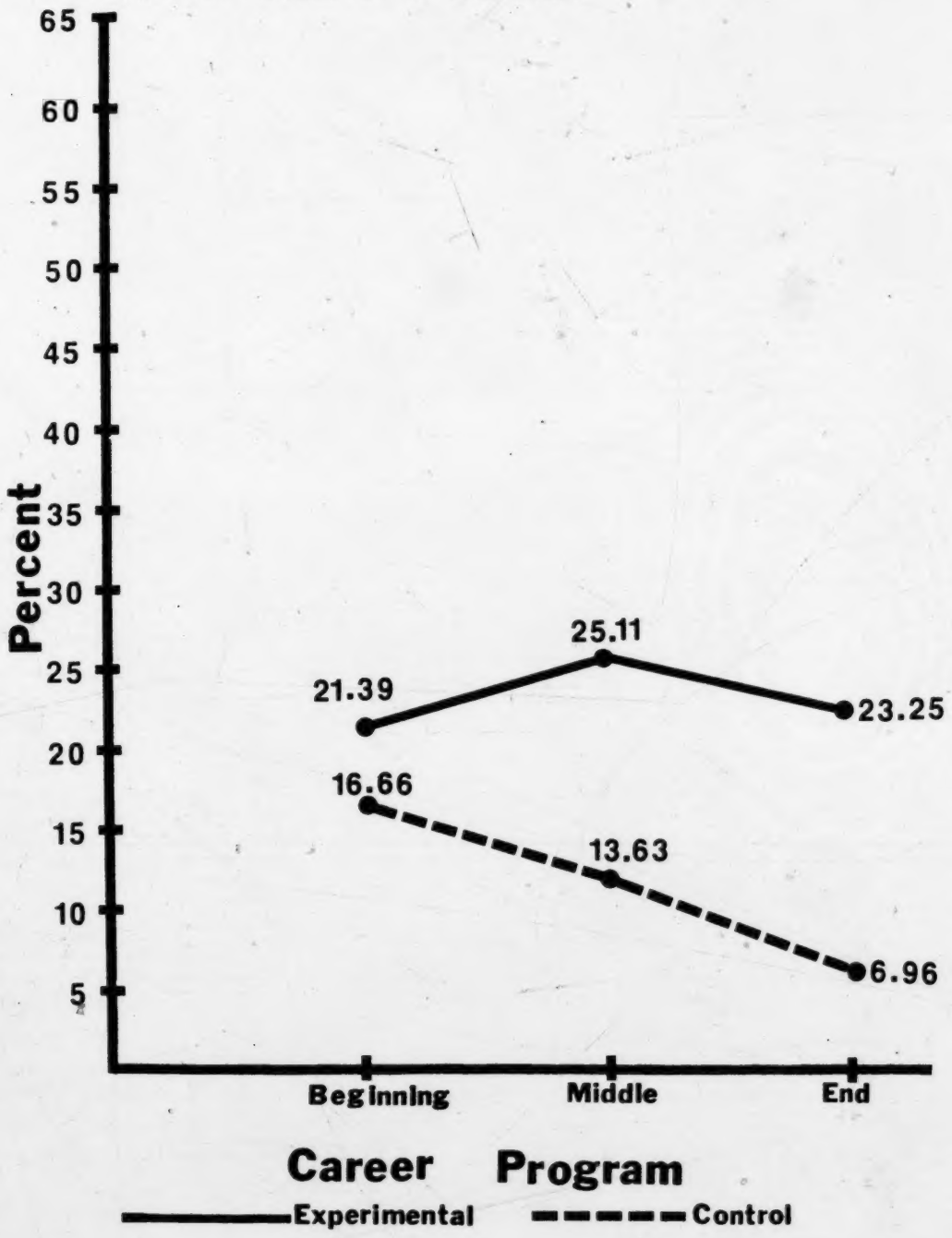


Figure 5

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - SELF-UNDERSTANDING - TENTATIVE CHOICE STAGE

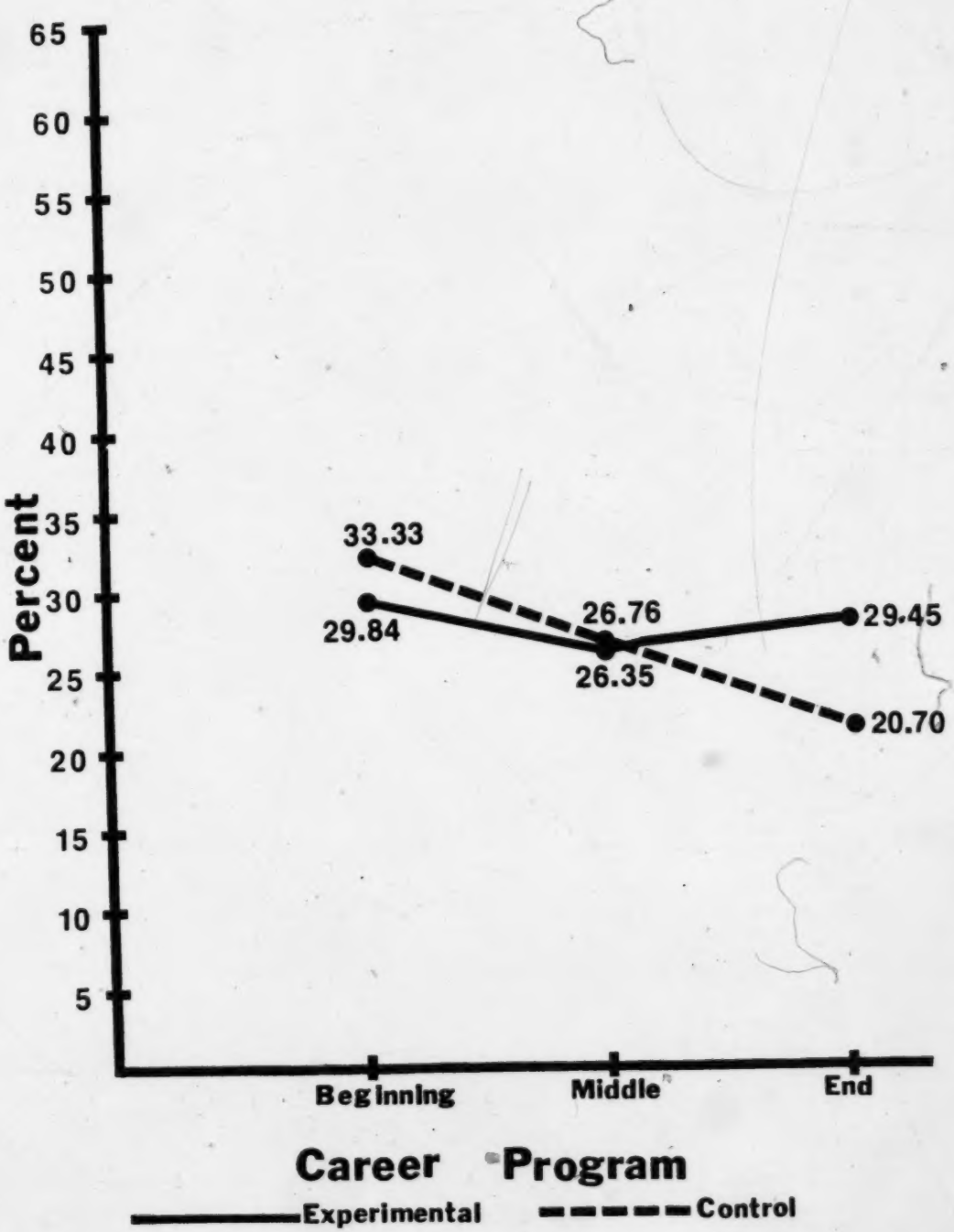


Figure 6

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - SELF-UNDERSTANDING - CLARIFICATION STAGE (THINKING ABOUT THE ADVANTAGES AND/OR DISADVANTAGES)

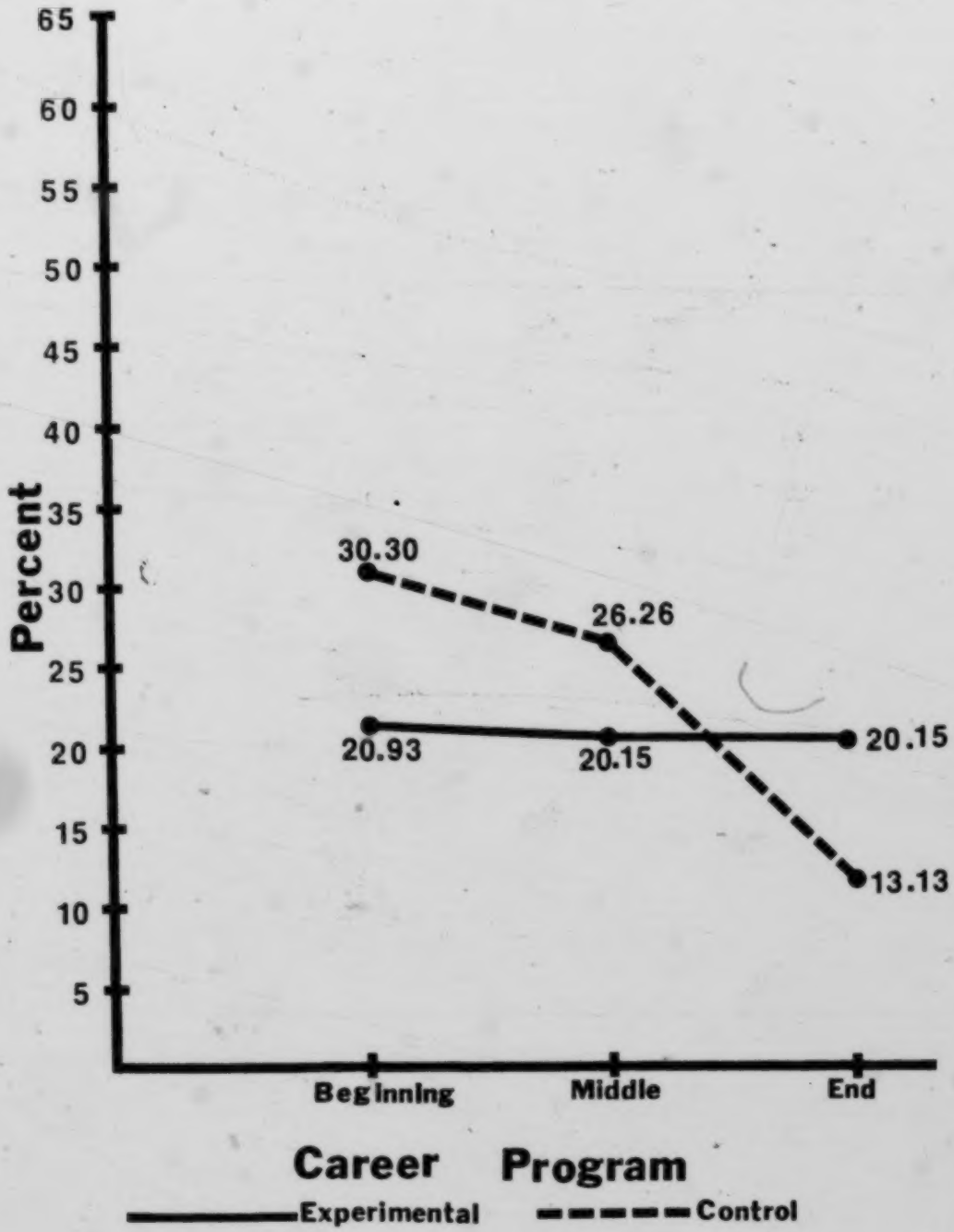


Figure 6a

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - SELF-UNDERSTANDING - CLARIFICATION STAGE - LEVEL 2 (BEGINNING TO ACT)

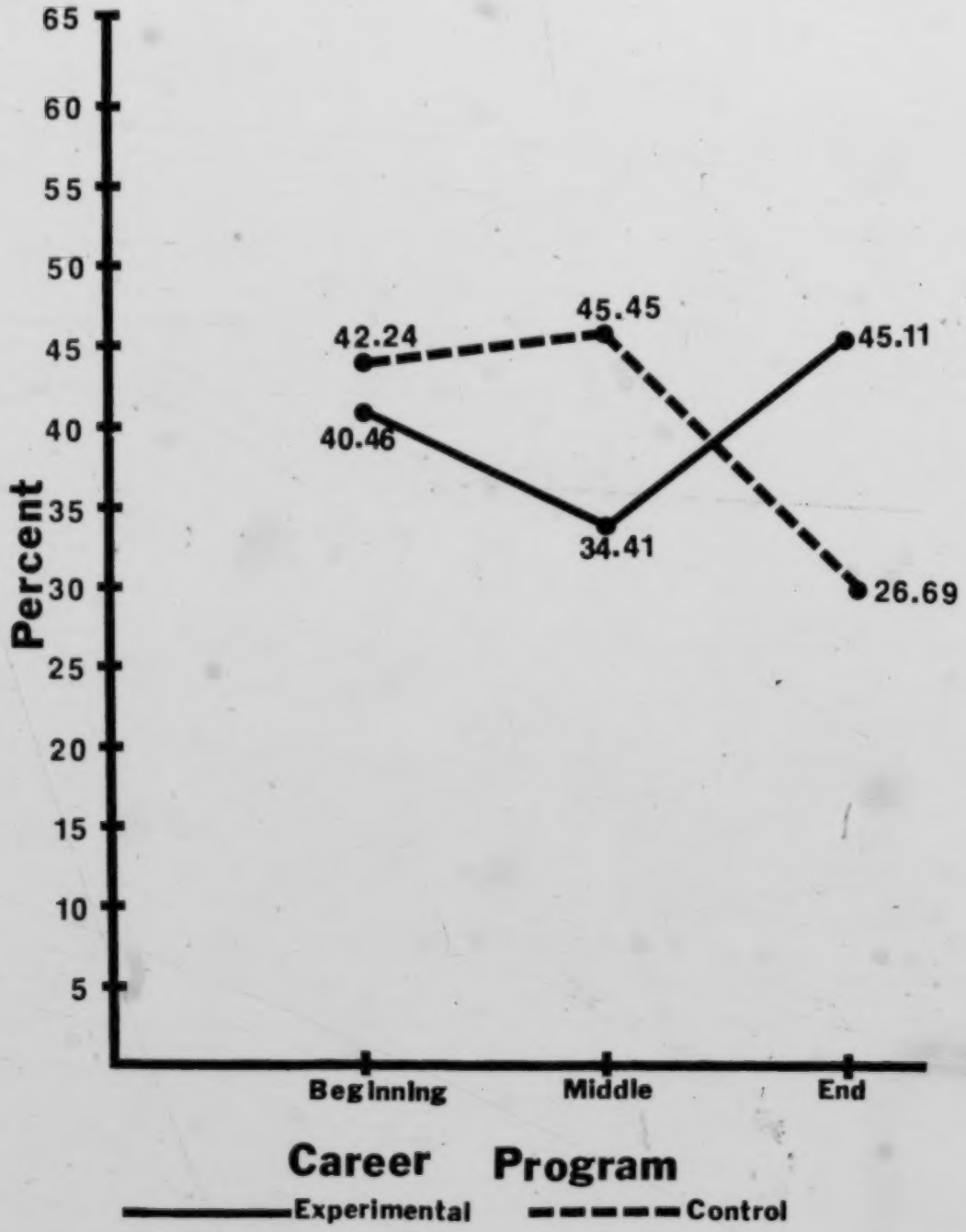


Figure 7

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - EDUCATION AFTER HIGH SCHOOL - EXPLORATION STAGE (DEFINING THE PROBLEM)

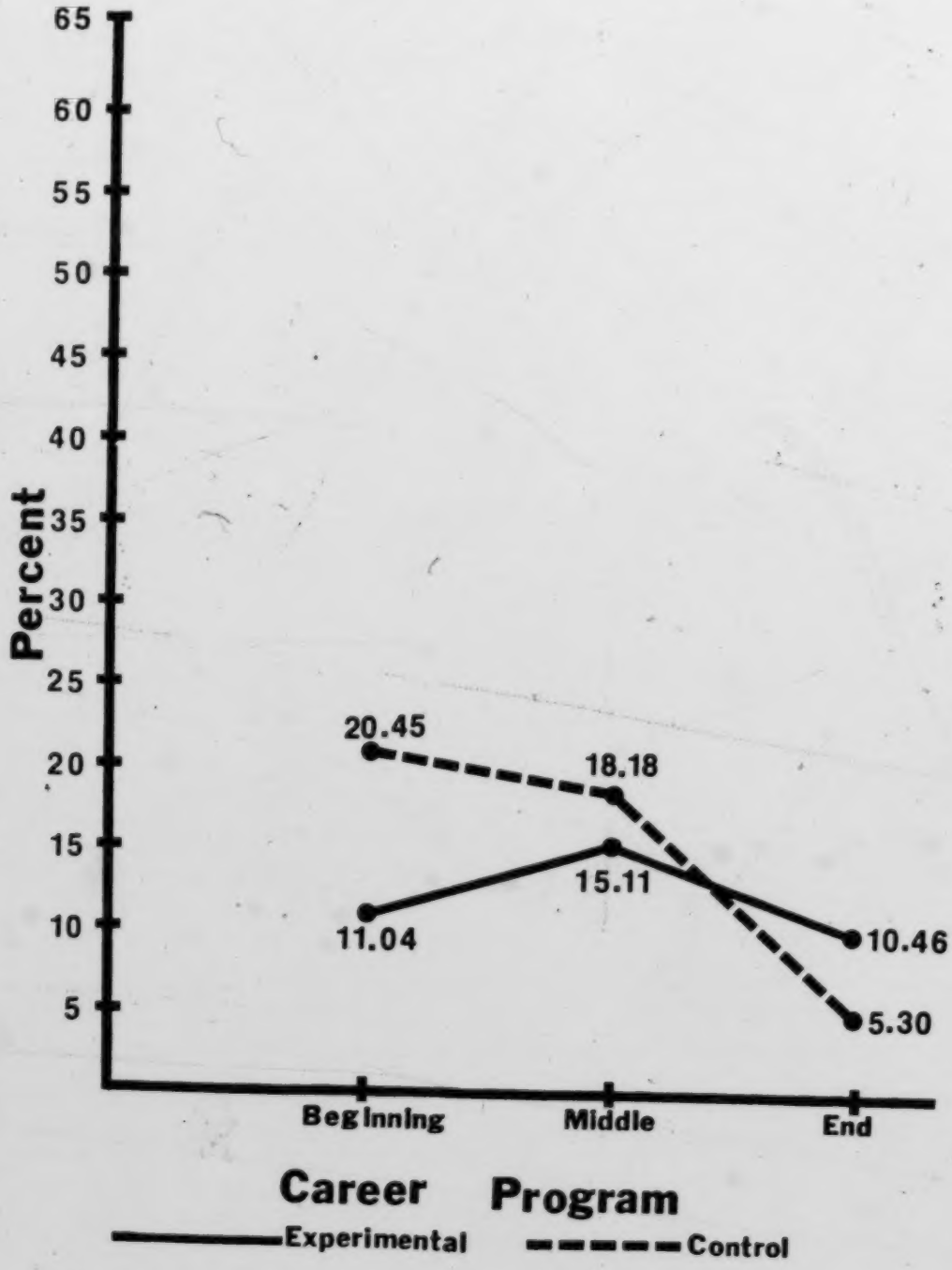


Figure 8

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - EDUCATION AFTER HIGH SCHOOL - CRYSTALLIZATION STAGE (COLLECTING INFORMATION)

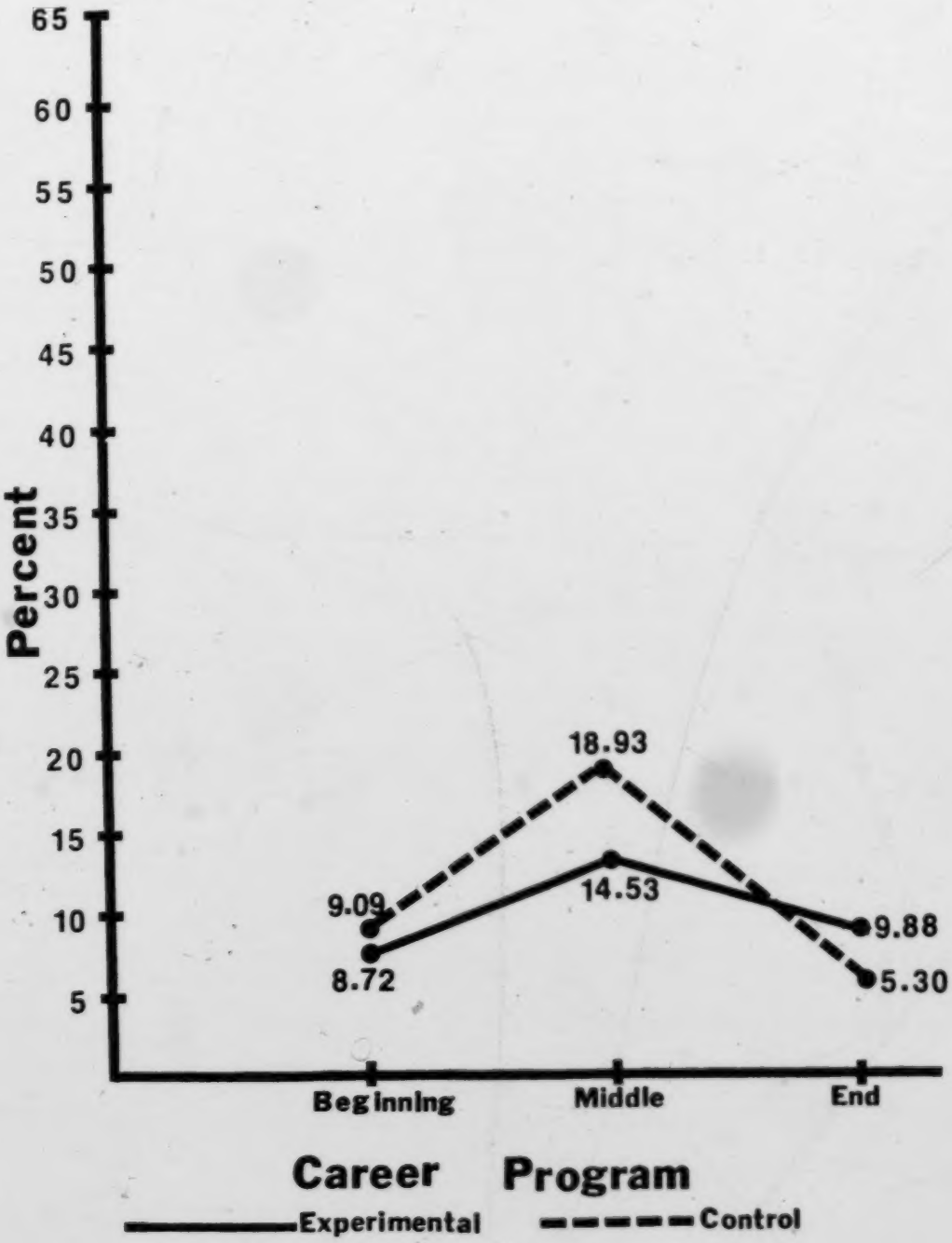


Figure 9

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - EDUCATION AFTER HIGH SCHOOL - CLARIFICATION STAGE

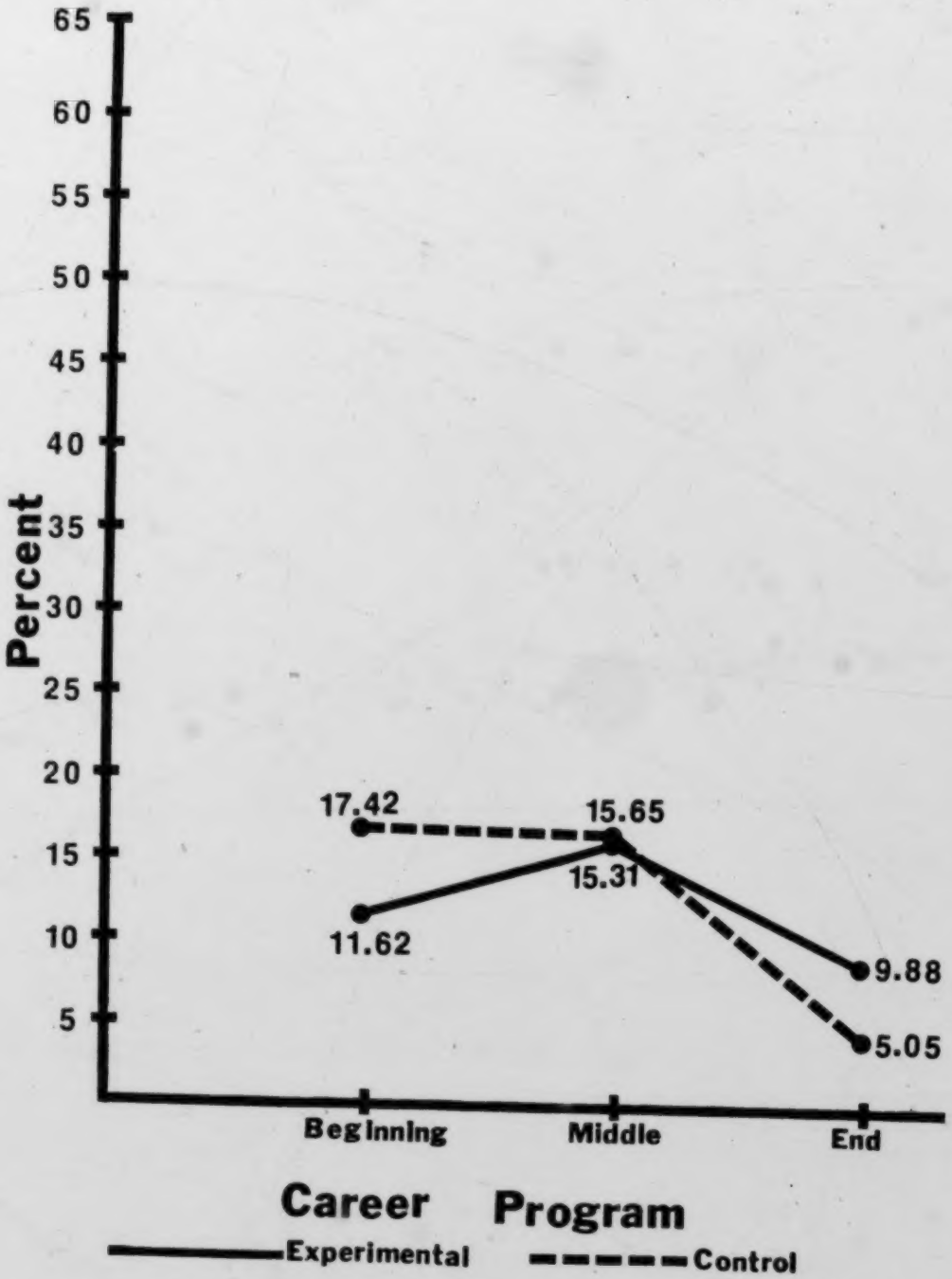


Figure 9a

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - EDUCATION AFTER HIGH SCHOOL - CLARIFICATION STAGE - LEVEL 2 (BEGINNING TO ACT)

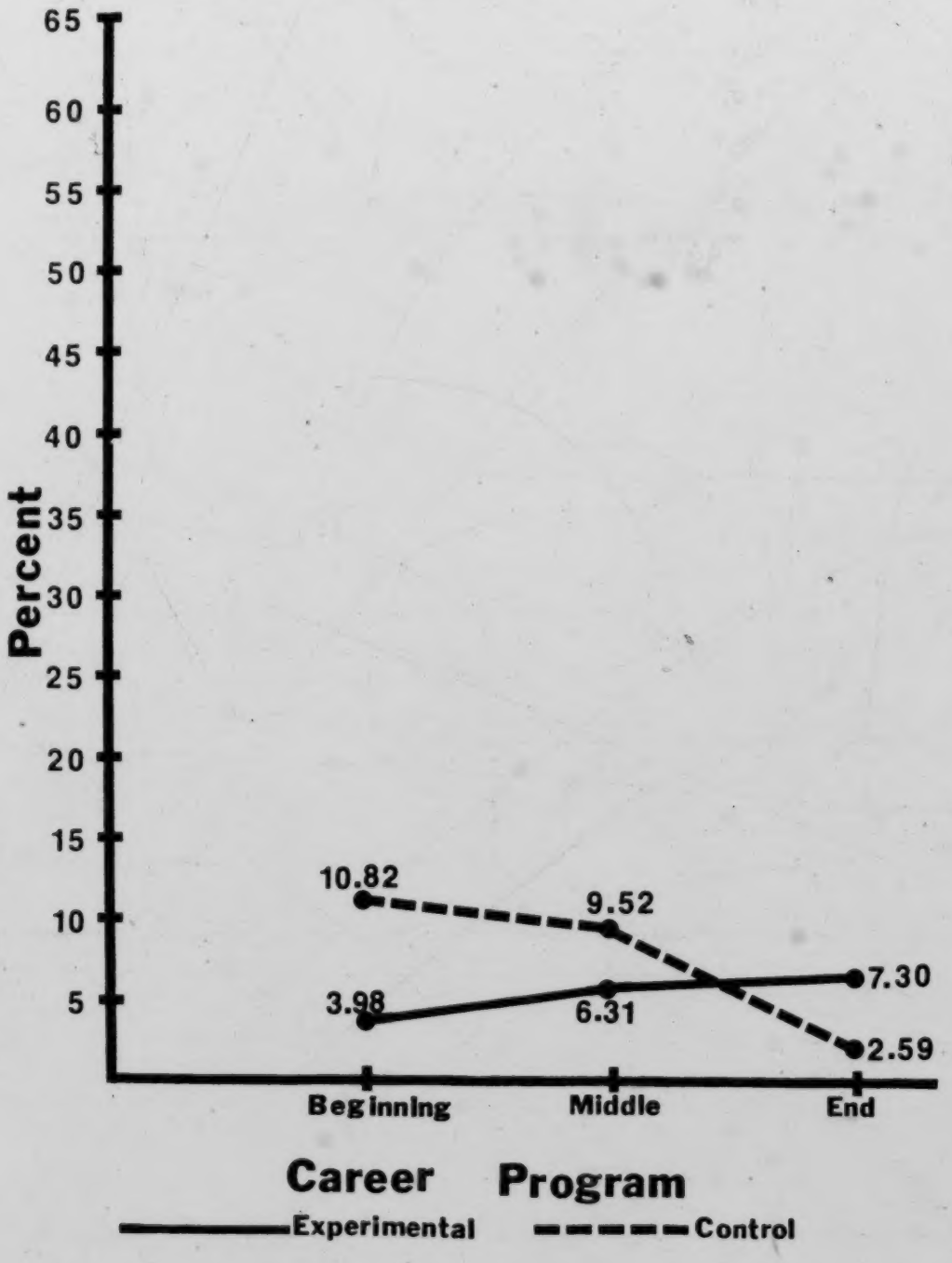


Figure 9b

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - EDUCATION AFTER HIGH SCHOOL - CLARIFICATION STAGE - LEVEL 3 (CARRYING OUT)

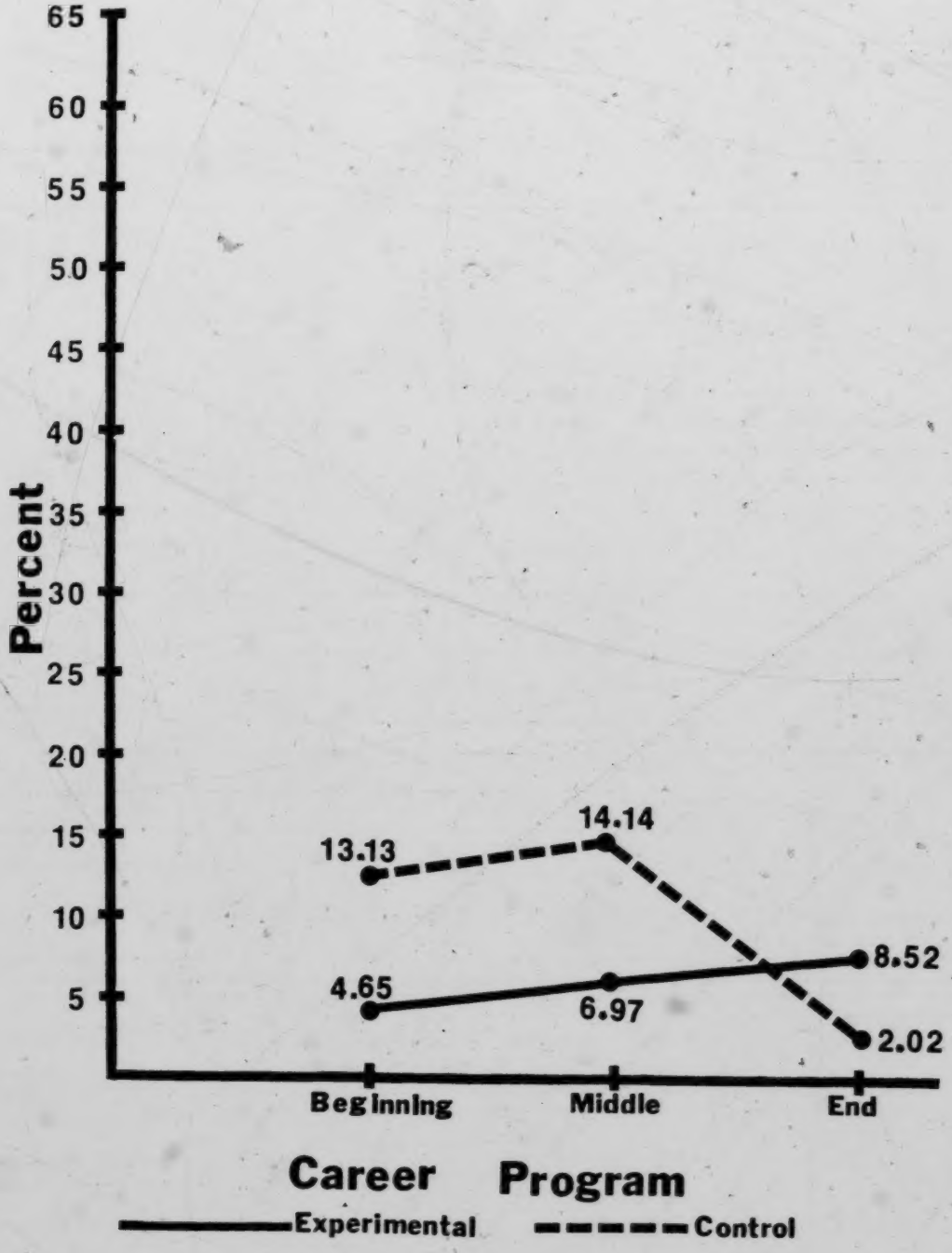


Figure 9c

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - EDUCATION AFTER HIGH SCHOOL - CLARIFICATION STAGE - LEVEL 4 (REVIEW)

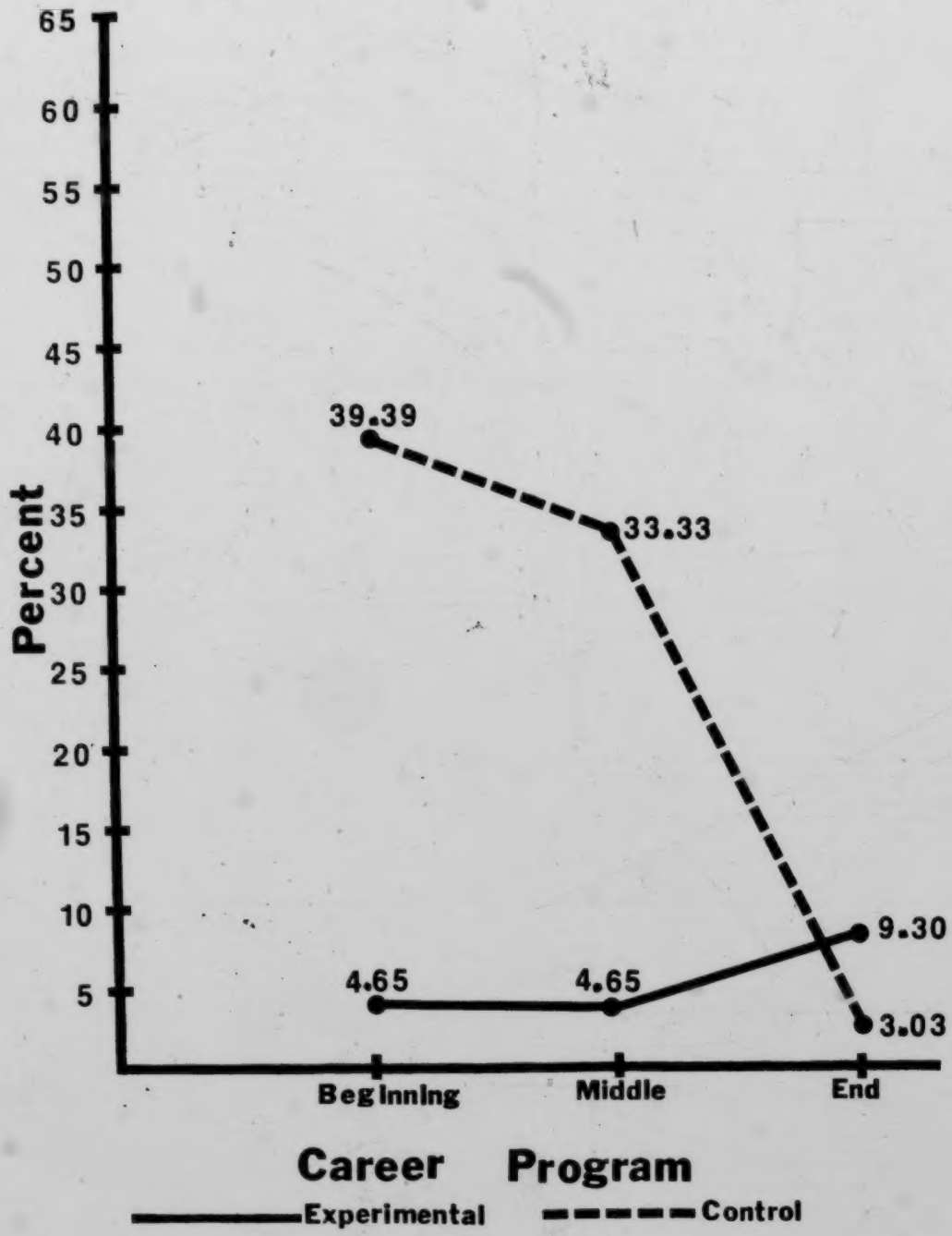


Figure 10

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - WORK AFTER HIGH SCHOOL - EXPLORATION STAGE (DEFINING THE PROBLEM)

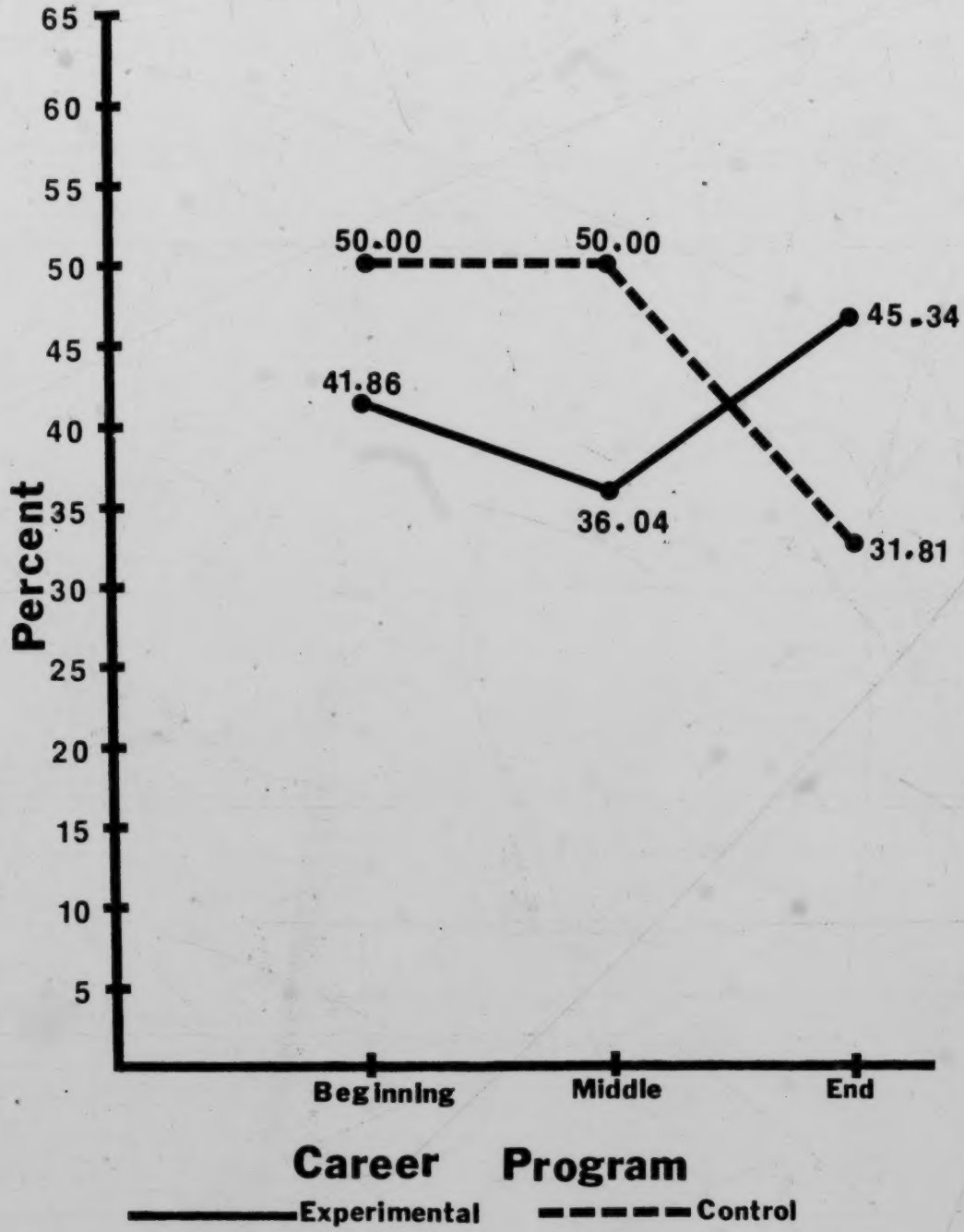


Figure 11

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - WORK AFTER HIGH SCHOOL - CRYSTALLIZATION STAGE (COLLECTING INFORMATION)

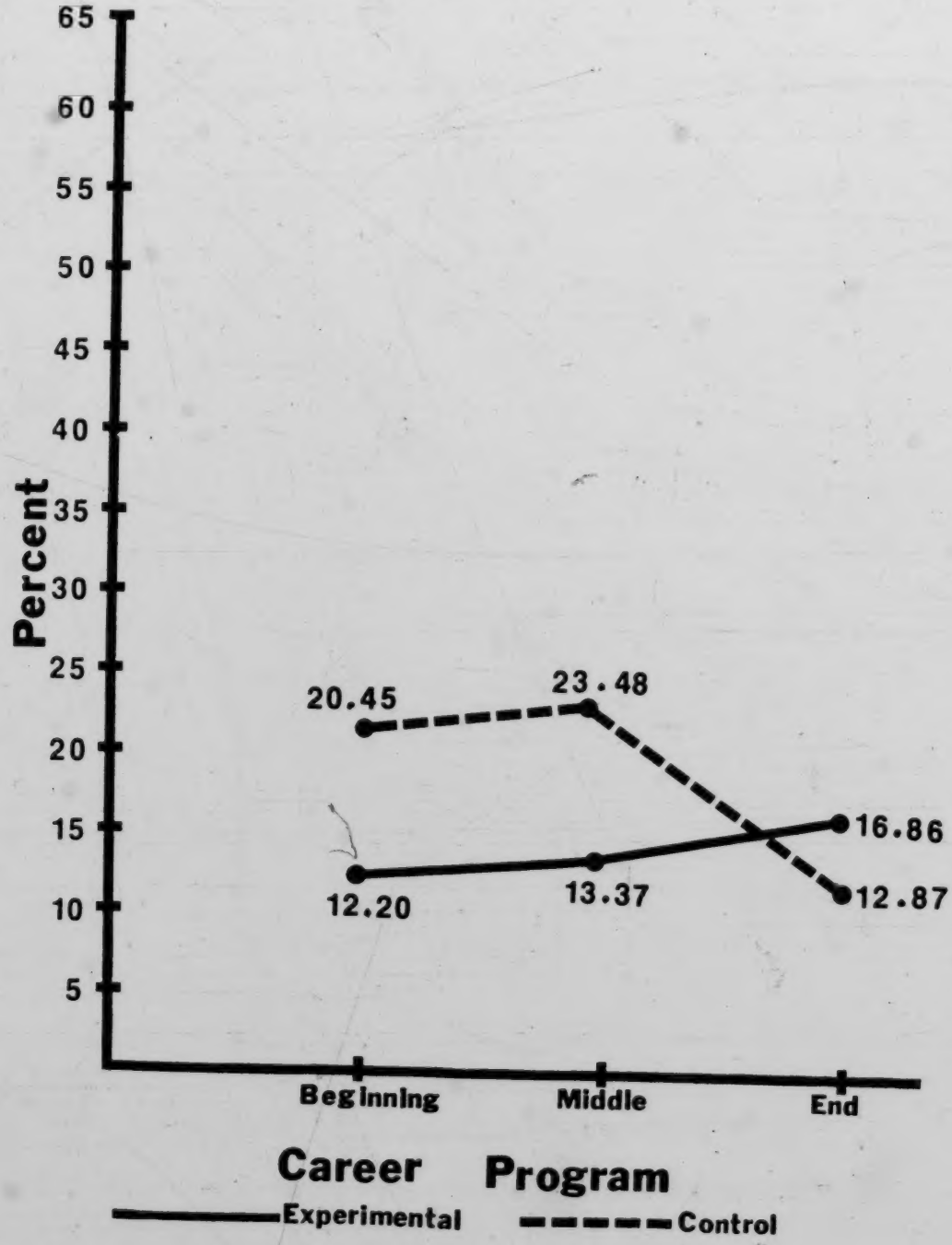


Figure 12

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - WORK AFTER HIGH SCHOOL - CLARIFICATION STAGE

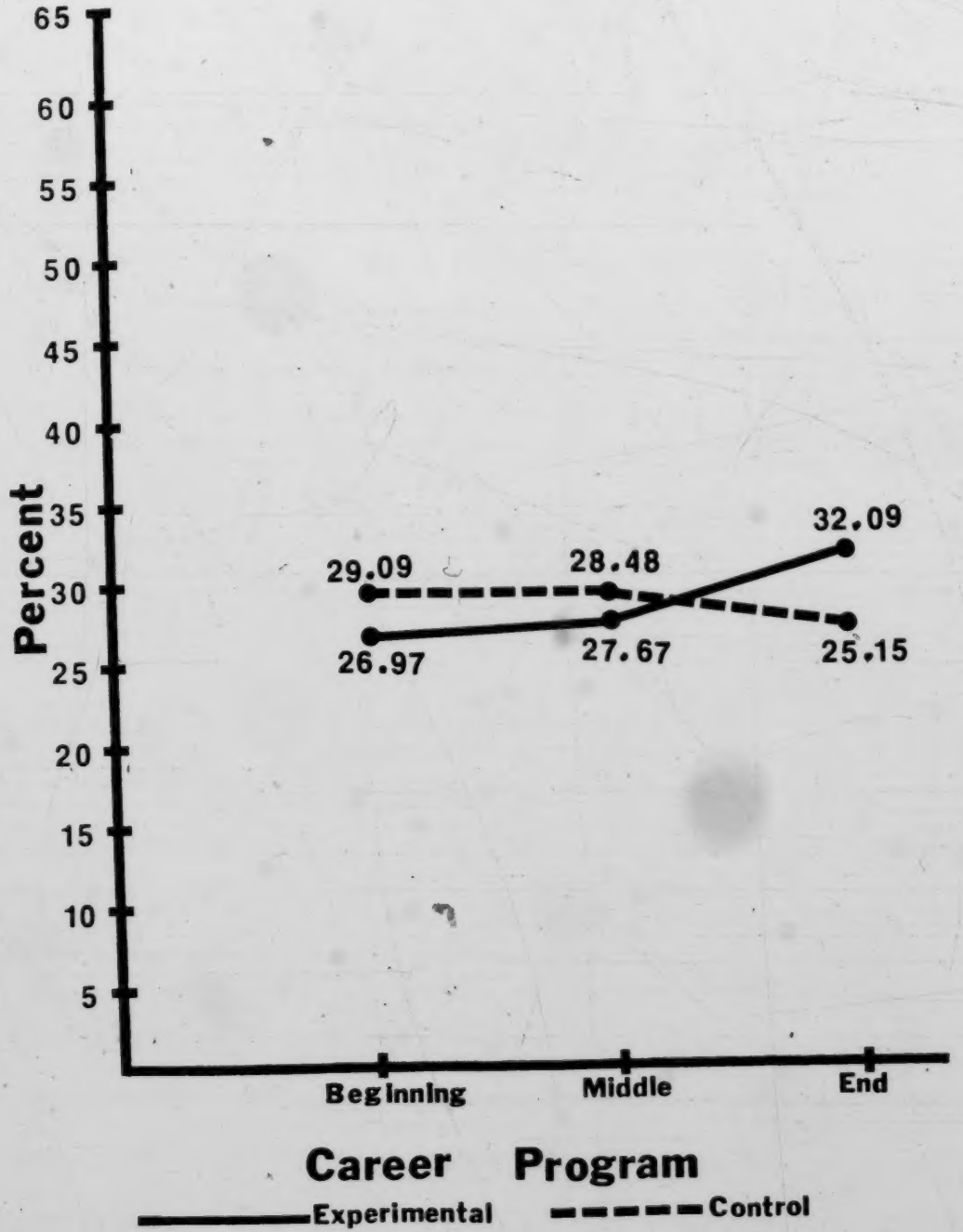
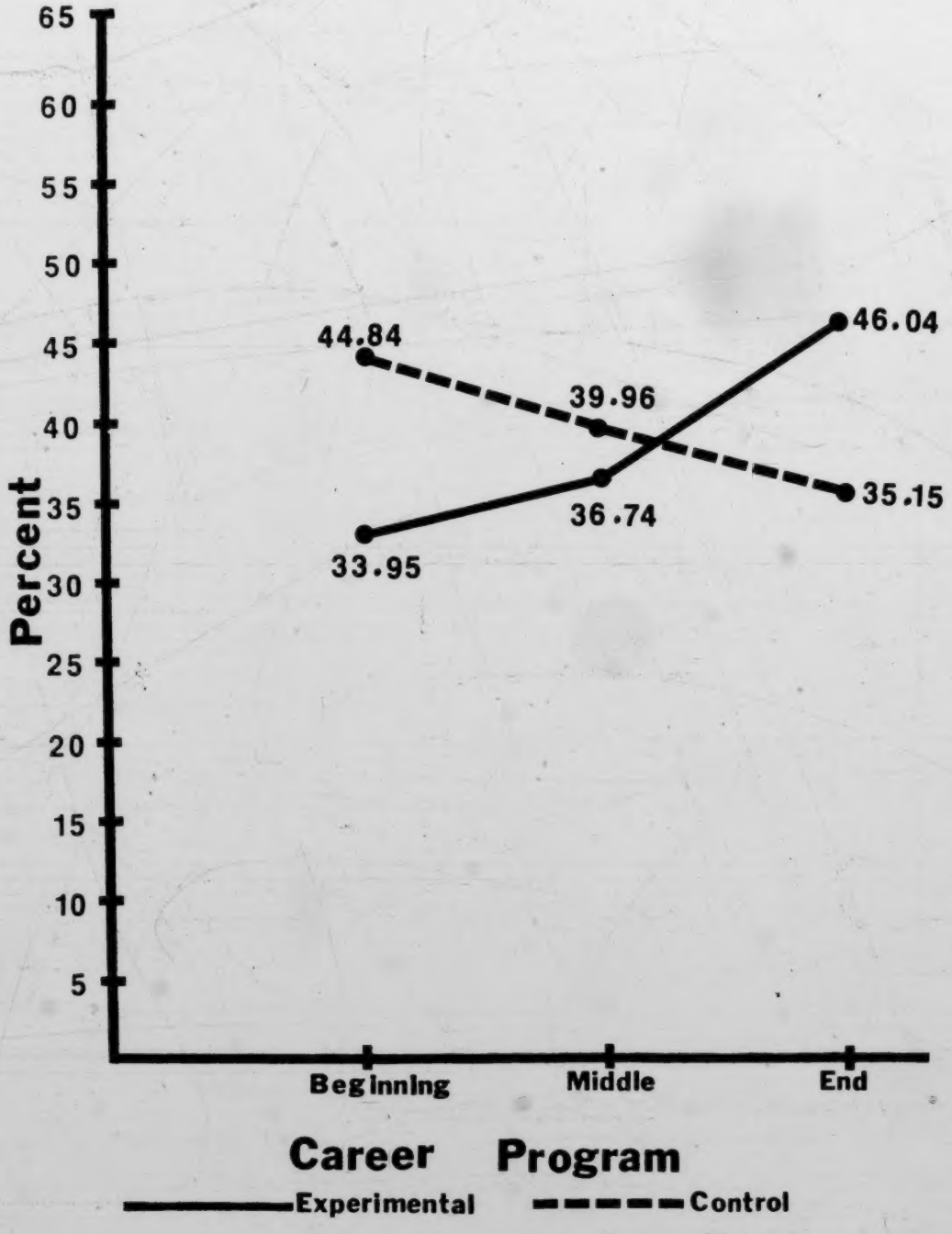


Figure 12a

PERCENTAGE OF RESPONSES TO THE DECISION-MAKING ORGANIZER (MODIFIED) - WORK AFTER HIGH SCHOOL - CLARIFICATION STAGE LEVEL 2 (BEGINNING TO ACT)



School are discussed.

Although a statistical analysis was not completed for the Decision-Making Organizer (Modified), it was hypothesized that the students who experienced the career program would shift their decision-making patterns from the exploration to the clarification stage in each area. This would not be the case for the control group.

Results and Analysis

Self-Understanding

Figures 3-6a graphically illustrate the patterns of resonses to the Self-Understanding section of the Decision-Making Organizer (Modified) for both the experimental and control groups.

Patterns of Responses - Experimental Group

Beginning of the Career Program. The experimental group had its largest percentage of student responses in the exploration phase of self-understanding. This indicates that at the initial phase of the career program, 46.04% of the students were thinking about: what they were interested in doing after completing high school; how their needs related to what they wanted to do; the type of personality they have, and which job best fits their personality; and, jobs that were available in the community. The second largest group of responses (40.46%) was in the Clarification Stage - Level 2. These students had already made the decision as to whether they were going to work full-time after high school, continue their education or have a combination of the two.

39.53% of the students responded in the Crystallization Stage, the stage of collecting information about themselves. They indicated that they were collecting information by: taking an interest inventory; a personality inventory; a needs inventory; looking over their grades for their strengths and weaknesses; talking with someone about what the individual knew about himself; and, finding out what jobs were available in their community. A fairly small percentage of students (21.39%) indicated that they had collected this type of information in the past. Some students (29.84%) were already at the tentative choice phase of the decision-making process for self-understanding. These students had selected several occupations to think about, and were able to give reasons as to why they made their decisions. The smallest percentage of students was in the initial phase of the clarification stage. 20.93% of the students were at the stage of considering the advantages and disadvantages of different occupations.

Middle of the Career Program. As time progressed, the percentage of students who were responding in the exploration phase remained stable(46.04%). The percentage of students who indicated that they were crystallizing their thoughts by collecting information, decreased to 33.48%. Correspondingly, there was an increase to 25.11% from 21.39% of the students who indicated that they had collected the self-understanding information in the past. Decreases were evident in the percentage of students responding in the tentative choice stage (26.35%). A very small decrease was noted for students who were weighing the advantages and disad-

vantages of several occupations (20.15%), while a greater decrease was apparent for the percentage of students who were beginning to act on their decision to work after high school, or continue on with their education (34.41%).

End of the Career Program. By the end of the career program, the number of student responses in the exploration stage had dropped only slightly (45.11%). In general, this percentage of students remained fairly stable throughout the entire career program. Students who were still crystallizing their thoughts by collecting more information increased (44.41%), whereas, students who had collected this same information in the past had dropped slightly to 23.25%. A small increase was seen for students who had selected several occupations to think about, and who were able to state the reasons for choosing those occupations. In other words, there was an increase (29.45%) from the middle of the career program in students who were capable of making a tentative choice. The number of students clarifying their thoughts, by weighing the pros and cons of various occupations remained stable (20.15%), while an increase was seen in those students who were beginning to act upon their decision to work or continue with their schooling (45.11%).

Patterns of Responses - Control Group

Beginning of the Career Program. Similar to the experimental group, the largest percentage of student responses (64.84%) were in the exploration stage of self-understanding. Following this, 42.24% of the students indicated that they were at Level 2

of the clarification stage, and were beginning to act on their decisions. 35.75% of the responses were in the crystallization stage of currently collecting information about themselves, while 16.66% responded that they had collected the same information on themselves in the past. 33.33% of the students were in the tentative choice stage, as indicated by those who had selected several occupations and were able to give reasons as to why they chose those occupations. A slightly lesser percentage of students (30.30%) were considering the advantages and disadvantages of various occupations.

Middle of the Career Program. In general, there was a decrease in responses to each of the decision-making phases, with the exception of two phases. An increase was seen in the percentage of students responding that they were currently collecting information about themselves (40.90%), and, an increase was seen in the percentage of students (45.45%) who were beginning to act on their decision to continue schooling, or work after high school. A large decrease was seen in the percentage of students responding in the exploration stage (38.18%) and, small decreases for students who had collected self-information in the past (13.63%). Decreases were evident for students who indicated they had made tentative choice (26.76%); and, for students who were in the initial stages of clarification (26.26%).

End of the Career Program. At the time period which characterized the end of the career program, there was a general decrease for all phases of the self-understanding decision-making process. 17.57% of the students were in the exploration stage; 16.66% were in the initial phase of crystallization, with 6.96% of

the students in the second phase of crystallization. The number of students in the tentative choice stage had dropped to 20.70%, with 13.13% in the initial phase of clarification. Finally, the percentage of students who were at the clarification - Level 2 stage (beginning to act) decreased to 26.69%.

Upon comparing percentage of responses to each phase, from both the beginning and end portions of the career program, it is clear that the control group's patterns of decision-making dropped. This suggests a drop in decision-making with respect to self-understanding and occupations. When analyzing the decision-making patterns for the experimental group, a beginning to end increase is seen in all phases except for the exploration, tentive choice and initial clarification stages. Although there was a decrease in percentage of responses to these three stages, the decreases were extremely small. These results suggest that although there was a fair amount of stabilization in some of the decision-making phases, some decision-making was evident. It seems that the Mission Employment Career Program was instrumental in facilitating decision-making with respect to self-knowledge for some of the students who participated in the career program. These results also suggest that the Decision-Making Organizer (Modified) is sensitive enough to reflect these decision-making patterns.

Education After High School

Figures 7-9c graphically illustrate the patterns of responses to the Education After High School section of the Decision-Making Organizer (Modified) for both the experimental and control groups.

Patterns of Responses - Experimental Group

Beginning of the Career Program. The largest percentage of students (11.62%) at the beginning of the career program were responding in the first phase of the clarification stage. That is to say that these students were weighing the advantages, disadvantages and various aspects of schools which they were considering to attend after high school. Following closely behind this group, was the next portion of students (11.04%) who were in the exploratory stage with respect to making decisions on continuing their education after high school. These students indicated that they were thinking about attending college, technical school, junior college or other types of schools, but had not progressed passed the stage of merely thinking about it. Smaller percentages of students responded in the stage of collecting information about various schools (8.72%), or clarifying their thoughts, and beginning to act on a decision by sending applications to various schools (3.98%). A small percentage of students (4.65%) had started to carry out their decision by either sending completed applications or starting to complete applications for the various schools under consideration. Finally, at the beginning phase of the career program, 4.65% of the student responses indicated that they were

reviewing and having second thoughts about the decision that they had made.

Middle of the Career Program. In a pattern similar to the responses given at the beginning of the career program, the largest percentage of students (15.31%) indicated that they were clarifying their thoughts about education after high school, by considering disadvantages and advantages about various schools. The percentage of students in this phase of the decision-making process had increased from 11.62% at the beginning of the program. There was an increase from 11.04% to 15.11% of the percentage of students who were exploring the possibility and thinking about attending another school after completion of high school. The percentage of students collecting information about different educational institutions increased from 8.72% at the beginning of the career program to 14.53% at the middle of the career program. Increases were evident of students making the decision to send applications to various schools (6.31%) and of students actually completing and sending applications to post high school institutions (6.97%). The percentage of students having second thoughts and reconsidering their decision remained stable at 4.65%.

End of the Career Program. By the end of the career program, the percentage of students who were primarily thinking about attending a secondary institution had decreased (10.46%); the number of students collecting information about secondary schools had decreased (9.88%); and, the number of students still

weighing the good and bad aspects of each school decreased (9.88%). Conversely, the percentage of students who had made the decision to send applications to various schools had once again increased (7.30%), and, the percentage of students who were actually carrying out their decision and sending completed applications away increased (8.52%). Also, there was an increase in the percentage of students (9.30%) who were reviewing and having second thoughts about the decision which they had made with respect to continuing their education after high school.

Patterns of Responses - Control Group

Beginning of the Career Program. An unusual pattern which emerged for the control group at the beginning of the career program was that a large percentage of students (39.39%) indicated that they were in the review phase of the clarification stage. This suggests that these students had already made a decision with respect to education after high school, and were reviewing and having second thoughts about their decision. The next largest percentage of responses (20.45%) was found to be by students who indicated that they were in the exploratory stage, or just only thinking about attending a post high school institution. 17.42% of the students suggested that they were weighing the advantages and disadvantages of various secondary schools; 13.13% indicated that they were at a higher stage of decision-making and were either completing applications, or had already mailed them off. Finally, 10.82% of the control group students were in the clarifi-

cation stage - Level 2. This indicates that the students had made the decision to send for applications to various schools, but had not yet carried out this decision.

Middle of the Career Program. There was a decrease in the percentage of students in each decision-making phase for all areas, except two. The percentage of students who were collecting information about further education past high school increased from 9.09% to 18.93%, and, the percentage of students completing and mailing applications to post secondary institutions increased from 13.13% to 14.14%. Aside from these two areas, the percentage of students thinking about attending post secondary institutions decreased (18.18%); the percentage of students weighing the pros and cons of each school decreased (15.65%); the students making the decision to send applications decreased (9.52%); and, the percentage of students reviewing and having second thoughts about their decision decreased (33.33%).

End of the Career Program. In all stages of the decision-making process with respect to education after high school, there was a decrease in the percentage of students at each stage. The percentage of students thinking about attending a post secondary institution decreased (5.30%); the percentage of students collecting information about different schools decreased (5.30%); and, the percentage of student responses to weighing the advantages and disadvantages of these schools decreased (5.05%). Finally, there was a decrease in the percentage of students who had decided to send applications (2.59%); in the percentage of students

completing and mailing applications (2.02%); and, in the percentage of students having second thoughts with respect to their decision about education after high school (3.03%).

It is not surprising that the number of students considering education after high school, for both the experimental and control groups is so small. These students have failed in the regular public school system at least three times, and are now in a type of school which promotes trades and services, rather than the academics. It was not expected that a large number of students would be considering further education.

Even though the numbers are small, the experimental group clearly progressed from a more vast, exploratory stage to a stage where decisions were made, clarified and acted upon with respect to further education after high school.

Initially, the number of control group students responding to each stage was larger than the experimental group. However, the patterns of decision-making for this group was downward, or not present, whereas, the opposite holds true for the students experiencing the career program. These results suggest that the Mission Employment Career Program was instrumental in facilitating decision-making with respect to education after high school for those students who participated in the career program. The results also suggest that the Decision-Making Organizer (Modified) is sensitive enough to reflect these decision-making patterns.

Work After High School

Figures 10-12a graphically illustrate the patterns of responses to the Work After High School section of the Decision-Making Organizer (Modified) for both the experimental and control groups.

Patterns of Responses - Experimental Group

Beginning of the Career Program. The experimental group initially had its largest percentage of student responses (41.86%) in the exploration stage. This suggests that many of the students were already thinking about either full-time or part-time work after high school. It not only seems that many students were thinking about working after high school, but had already made a decision as to what they wanted to work as. This was reflected in 33.95% of the students responding in the clarification stage, specifically, beginning to act on their decision to work. Lower percentages were evident for both the crystallization (collecting information) and clarification stages (12.20% and 26.97% respectively).

Middle of the Career Program. As the career program progressed, the experimental group dropped in the percentage of students who were in the exploration stage (36.04%). Corresponding, the percentage of students indicating that they were collecting job information increased (13.37%) as did the number of students who were weighing advantages, disadvantages, and job benefits (27.67%). The percentage of students who had clarified their

thoughts as to a particular job after high school and who were acting upon their decision also increased (36.74%).

End of the Career Program. This general increase continued through to the end of the career program. The percentage of students collecting information about jobs continued to increase (16.86%); the percentage of students clarifying their thoughts as to one or two particular jobs increased (32.09%); and, the percentage of students beginning to put their decision into action also increased (46.04%).

A large percentage of students progressed from the initial exploratory stage, to the final stage of making a decision with respect to work. These same students also indicated that they were at the point of beginning to act upon their decision. However, a large percentage of student responses (45.34%) had remained in the exploratory stage by the end of the career program. This suggests that they were thinking about either full or part-time work after high school, but had not progressed towards making definite decisions as to any particular kinds or work.

Patterns of Responses - Control Group

Beginning of the Career Program. Similar to the experimental group, the largest percentage of responses were in the exploratory stage (50.00%), followed closely by many students (44.84%) who were beginning to act on decisions that they had already made with respect to working after high school. The pattern of responses for the control group was similar to the experimental

group in that fewer students were collecting information about jobs (20.45%), and slightly more students (29.09%) were clarifying their thoughts with respect to advantages and disadvantages about various jobs.

Middle of the Career Program. As time progressed, 50.00% of the control group responses remained in the exploratory stage. In other words, they indicated that they were thinking about working full or part-time after high school, but did not progress towards making a decision. There was a slight increase in the percentage of students (23.48%) who started to collect information about jobs. Decreases were evident for the percentage of students (28.48%) who were starting to clarify their thoughts on jobs, and in the percentage of students (39.96%) who were acting upon their decisions.

End of the Career Program. There was a decrease in the percentage of control group responses for each decision-making phase of the Work After High School subtest. The percentage of student responses in the exploratory stage dropped (31.81%), as did the percentage of students who were collecting information on jobs (12.87%). The percentage of students who were weighing the advantages and disadvantages of jobs and beginning to clarify their thoughts decreased (25.15%), as did the number of students who were starting to implement their decisions (35.15%).

These results suggest that a greater percent of control group than experimental group students initially indicated their position in each phase of the decision-making process for the Work After

High School subtest. However, as time progressed, the control group responses continually decreased, and the experimental group increased. This suggests that the Mission Employement Career Program was instrumental in facilitating decision-making skills with respect to work after high school for students who participated in the career program. The results also suggest that the Decision-Making Organizer (Modified) is sensitive enough to reflect these decision-making patterns.

Questionnaire Data

Upon completion of the Mission Employment Career Program, both students and teachers were asked to offer their reactions to, and evaluation of their experience. Informal sessions were conducted by the author and comments on specific aspects of the program were recorded. The format of questions and the reactions and evaluations are recorded in Appendices D and E.

In general, the students appeared to enjoy participating in the program and indicated that they learned a great deal of information about different occupations. The majority of students commented that the material was easy to understand, and offered their ideas as to areas which were more difficult, areas which they liked, and areas which they did not like. Many of the participants agreed that the career program helped them think more realistically about their career, and that they did not need further help in deciding what to do after finishing high school (refer to App-

endix D).

The teacher reactions (Appendix E) offer comments of, and suggestions for improvement to the career program. They generally felt that it helped the students make a decision with respect to what they wanted to do after completing high school. They saw the materials as being fairly easy to present, with lesson plans being logical and sequential. They were able to commment on both positive and negative aspects of the career program and offer excellent suggestions for revisions.

Summary of Results

The following statements summarize the major findings of this study.

1. There is no difference between groups on pre-test scores.

2. The experimental group's post-test score on the CMI Attitude Scale is significantly higher than the score of the control group.

3. There is a significant treatment effect for low, medium and high CMI Attitude Scores.

4. There is no significant interaction effect between treatment and each level of the CMI Attitude score.

The results indicate that the treatment (participating in the Mission Employment Career Program) had an effect on the scores obtained by the experimental group.

5. There is a slight increase in the percentage of treatment students responding to the clarification phase (self-understanding) of the Decision-Making Organizer (Modified). This suggests that at the end of the career program, some decision-making was taking place with respect to self-understanding for the treatment, but not for the control group.

6. There is a pattern of movement from exploration to the decision-making phase of clarification in the Education After High School segment of the Decision-Making Organizer (Modified) for the treatment group. This was not evident for the control group, suggesting that decision-making was facilitated by the treatment condition.

7. There is also a pattern of movement from exploration to

the decision-making phase of clarification in the Work After High School segment of the Decision-Making Organizer (Modified) for the treatment group. With this pattern not being evident for the control group, it would appear that the treatment condition facilitated decision-making in the area of Work After High School.

The questionnaire distributed to the participants in the experimental group and the teachers, asked for their personal evaluation of the career program and experience with it. Specific comments and criticizms appear in Appendices D and E. The sessions with the Mission Employement Career Program appear to have been enjoyed and were considered learning experiences.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

The purpose of this study was to investigate whether or not there would be a change in both maturity of career attitudes, and, decision-making patterns of students who participated in a specially designed career program. Two hundred and sixteen Year I students from a Trades and Service High School experienced the career program in daily 55 minute classes for a period of seven weeks. The assessment of change in career maturity was made by using the Career Maturity Inventory - Attitude Scale as the pre and post-test measure. The assessment of change in decision-making patterns was made by using the Decision-Making Organizer (Modified) as a repeated measure. This instrument was administered to 43 of the 216 students. The CMI and Decision-Making Organizer scores of the experimental group were compared to 50 and 33 (respectively) Year I students of the control group who did not participate in the career program. The following conclusions were reached by an analysis of scores obtained.

Conclusions

It seems evident that the Mission Employment Career Program was effective in increasing the maturity of career attitudes. A comparison of mean scores for each group at the time of the pre-test found the difference between the control and experimental group to be negligible.

A two-way analysis of variance revealed that significant increases in the post-test scores were obtained by the experimental

group. Further investigation of the results revealed that scores which had been ranked as either low, medium or high in career maturity had benefitted equally from the treatment. There were no significant interaction effects between treatment and each score level.

Data on the Decision-Making Organizer (Modified) indicated that some of the students had clarified their thoughts and made decisions with respect to Work and Education After High School. This pattern was witnessed as the career program unfolded. There was less of a pattern for the self-understanding phase, with more of a stabilization of responses in the exploration phase.

Although the findings revealed some support for the research questions, there were some limitations of the study which may have had an effect on the results. Some of these shortcomings are given below.

1. This study unfortunately was being run concurrently with a doctoral study. The same students were being used, with the six questionnaires from the doctoral study being administered first, and the questionnaires from this study given towards the end. Many of the students commented on their fatigue in completely all questionnaires from both studies. Their teachers verified these comments. This test fatigue was noted by the researcher in that as time progressed, the number of blank and incomplete forms of the Decision-Making Organizer (Modified) increased considerably.

2. Many students from each sample were lost due to absenteeism. Attempts to recover these students as quickly as possible,

and to have them complete the questionnaires were unsuccessful. Considering the time of year that this study was run, and the past school histories of these students, the high absenteeism rate was not surprising.

3. Problems were encountered with students forgetting to write their name on their CMI and Decision-Making Organizer (Modified) questionnaires. Consequently, many student responses had to be dropped from the post-test results because of lack of identification of the answer sheets.

4. There was a problem in the organization of the Decision-Making Organizer (Modified), in that there was no place where a student could indicate "unsure", or "no response". Many questions were left blank by many of the students, with the interpretation of this being left open to hypothesizing.

5. Due to the lack of statistical analyses of the Decision-Making Organizer (Modified), and its newness, caution must be used in total aceptance of, and generalization of this study's results.

6. In using a newly designed, untested career program, it would be advisable to use discretion in commenting on its utility in facilitating career maturiy and decision-making.

7. The question of the Career Maturity Inventory and the Decision-Making Organizer measuring the same domain may still be left open due to many of the abovementioned limitations.

The limitations of the study as discussed above should be kept in mind while designing a new study using these instruments

or replicating the present study. It may be obvious from the above discussion that alternative procedures might be employed to improve the overall design and possibility of producing more valid and reliable results. Without the problem of loss of subjects in the experimental group, it is hypothesized that the results would have been more significant than what was obtained.

Implications for Further Research

In terms of further research, the following implications exist:

1. A larger sample of high school students drawn randomly from the total population should be studied to determine whether the findings from this study are general.

2. Better controls be used for student completion of the test instruments.

3. Teacher and student suggestions for improvements should be incorporated into the Mission Employement Career Program.

4. The criterion instrument used to test for changes in decision-making, the Decision-Making Organizer should undergo extensive further use so its reliability and validity can be compared to other instruments currently available.

5. Revisions in the response format of the Decision-Making Organizer should be undertaken allowing for broader statistical analyses.

6. The results of a program where only the Mission Employment Career Program is used, as in this study, should be compared to one in which other methods are used to communicate the same information.

Summary Statement

Career programs such as this one should be incorporated into Trades and Service High Schools to a greater degree. Teacher and student revisions could be incorporated into the program each year, with the end product being a good career program which is integrated into the curriculum program. This integration into the curriculum takes a great workload off of the counsellor, who now can become more available as a resource person, providing specific information regarding careers and career related information.

REFERENCES

REFERENCES

Bingham, G. Career attitudes among boys with and without specific learning disabilities. Exceptional Children, 1978, 44(5), 341-342.

Biscoglio, J.J. The effect of a decision-making program on vocational maturity. (Doctoral dissertaion, Fordham University, 1975) Dissertation Abstracts International, 1976, 36, (8-A), 5033.

Boder, C.K. The relationship of work values, career decision-making and career maturity of eleventh-grade students in a joint vocational school. (Doctoral dissertation, University of Ohio) Dissertation Abstracts International, 1977, 37 (8-A) 4853.

Canada Manpower and Immigration. Canadian classification and dictionary of occupations: Volume I, 1971. Information Canada, Ottawa.

Canada Manpower and Immigration. Creating a career. Minister of Supply and Services Canada, Ottawa, Canada, 1977.

Chomyc, D.; Melnychuk, D. and Walker, J. Career development and life management: Senior high: Level IV. Pupil Services Department, Guidance and Counseling Branch, Edmonton Public Schools, September, 1978.

Crites, J.O. A model for the measurement of vocational maturity. Journal of Counseling Psychology, 1961, 8, 255-259.

Crites, J.O. Proposals for a new criterion measure and research design. In H. Borow (Ed.), Man in a world at work, Boston: Houghton Mifflin, 1964.

Crites, J.O. Measurement of vocational maturity in adolescence: Attitude test of the Vocational Development Inventory. Psychological Monographs, 1965, 79 (2 whole No. 595).

Crites, J.O. The maturity of vocational attitudes in adolescence. Iowa City, Iowa: University of Iowa, 1969.

Crites, J.O. Vocational psychology. New York: McGraw-Hill, 1969 (a), p. 22.

Crites, J.O. Career Maturity Inventory: Theory and research handbook. Monterey, California CTB/McGraw-Hill Inc., 1973(a).

Crites, J.O. Career Maturity Inventory: Administration and use manual. Monterey California, CTB/ McGraw-Hill Inc., 1973(b).

Crites, J.O. Career Maturity Inventory:Attitude scale. Monterey California, CTB/McGraw-Hill Inc., 1973(c).

Crites, J.O. Career development processess: A model of vocational maturity. In E.L. Herr (Ed.), Vocational guidance and human development. Boston: Houghton Mifflin, 1974, 296-320.

D'Costa, A.G.; Winefordner, D.W.; Odgers, J.G. and Koons, Jr.P.B. Ohio Vocational Interest Survey: Test booklet. Harcourt Brace Jovanovich Inc., New York, 1970.

D'Costa, A.G.; Winefordner, D.W.; Odgers, J.G. and Koons, Jr.P.B. Ohio Vocational Interest Survey: Guide to career exploration. Harcourt Brace Jovanovich, Inc., New York, 1970.

D'Costa, A.G.; Winefornder, D.W.; Odgers, J.G. and Koons, Jr.P.B. Ohio Vocational Interest Survey: Manual for interpreting. Harcourt Brace Jovanovich, Inc., New York, 1970.

Dillard, J.M. Socioeconomic background and the career maturity of black youths. The Vocational Guidance Quarterly, 1976, 25, 65-71.

Dinklage, L.B. Student decision-making. DeKalb, Illinois: The author, 204 Gabel, Northern Illinois University, (circa) 1968 (photocopy).

Fitzsimmons, G.; Hiebert, B. and Shaske, S. The development of instruments to assess counselling process variables in Canada Manpower centers. 1978. Available from Canada Manpower and Immigration, Ottawa, Canada.

Flake, M.H.; Roach, A.J. and Stenning, W.F. Effects of short term counseling on career maturity of tenth-grade students. Journal of Vocational Behaviour, 1975, 6, No. 1, 73-80.

Ganster, D.C. and Lovell, J.E. An evaluation of a career development seminar using Crites' Career Maturity Inventory (Paper presented at the Annual Meeting of the American Psychological Association, 1977). University of Alberta Microfiche No. ED 154 323.

Ginzberg, E. Toward a theory of occupational choice. Occupation, 1951, 30, 491-494.

Ginzberg, E. Toward a theory of occupational choice: A restatement. Vocational Guidance Quarterly, 1972, 20, 169-176.

Gish, E.S. W.P. Wagner High School: A successful alternative. (A paper presented for the conference of the Canadian College of Teachers), Edmonton, Alberta, July, 1969.

Government of Alberta. Apprenticeship opportunities. Advanced Education and Manpower. Apprenticeship and Trade Certification Branch, Edmonton, Alberta, 1978.

Government of Alberta. Are you ready for the world of work? Alberta Labour Standards Branch, Edmonton, Alberta.

Government of Alberta. Labour standards in Alberta. Alberta Labour Standards Branch, Edmonton, Alberta, 1977.

Government of Alberta. Seeking summer employment sensibly. Advanced Education and Manpower, Edmonton, Alberta.

Gustafson, R.A. Counselor judgment vs. test results: Measuring career maturity. (Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., 1975). University of Alberta Microfiche No. ED 108 081.

Gysbers, N.C. and Pritchard, D.H. Proceedings. National Conference on Guidance, Counseling and Placement in Career Development and Educational-Occupational Decision-making. Columbia: University of Missouri, October, 1969, p.74.

Hansen, J.I. Test review: J.O. Crites, Career Maturity Inventory. Journal of Counseling Psychology, 1974, 21(2), 168-172.

Herr, E.L. and Cramer, S.H. Vocational guidance and career development in the schools: Toward a systems approach. Houghton Mifflin Company, 1972.

Herr, E.L. and Enderlein, T.E. Vocational maturity: The effects of school, grade, curriculum and sex. Journal of Vocational Behaviour, 1976, 8, 227-238.

Hoyt, D.B. Guidance: A constellation of services. Personnel and Guidance Journal, 1962, 40, 690-697.

Lee, C. The relationship of vocational maturity and anxiety to vocational choice and certainty of vocational choice of tenth-grade prevocational students. (Doctoral dissertation, University of Akron). Dissertation Abstracts International, 1975, 36 (5-A), 2634.

Lester, D. and Narkunski, A. An exploratory study of correlates of success in a vocational training program for ex-addicts. Psychological Reports, 1975, 37, 1212-1214.

McCoy, V.R. Student wives: Lives in limbo. Vocational Guidance Quarterly, 1976, 25, 35-42.

McDermott, W.W. The effect of self-knowledge and career information on career maturity. (Doctoral dissertation, University of Southern California, 1977). Dissertation Abstracts International, 1978, 38, (10-A) 5927-5928.

Miller-Tiedeman, A. Decision Making Organizer. DeKalb, Illinois, 1979 (unpublished research instrument).

Miller-Tiedeman, A. Operating manual for the Decision-Making Organizer: Adolescent period. DeKalb, Illinois, 1979 (unpublished manual).

Miller-Tiedeman, A. and Niemi, M.T. An "I" power primer: Part two: Structuring another's responsibility into his or her action. Focus on Guidance, 1977, 9, No. 8.

Mocosesian, R. and Holley, S.I. Reliability and validity of the CMI by sex, ethnicity and time. (Paper presented at the Annual Meeting of the American Educational Research Association, 1977). University of Alberta Microfiche No. ED 137 339.

Northern Alberta Institute of Technology. 1979-1980 NAIT Calendar, Northern Alberta Institute of Technology, Edmonton, Alberta, 1978.

Richardson, M.S.; Kwalwasser, L. and Shelov, M. Vocational maturity and career orientation in college women. (Paper presented at the Eastern Psychological Association, N.Y. New York, 1976). University of Alberta Microfiche No. ED 134 911.

Sorenson, G. Test review: J.O. Crites, Career Maturity Inventory. Measurement and Evaluation in Guidance, 1974, 7(1), 54-57.

Super, D.E. A theory of vocational development. American Psychologist, 1953, 8, 185-190.

Super, D.E. The dimensions and measurement of vocational maturity. Teachers College Record, 1955, 151-163.

Super, D.E. The psychology of careers. New York: Harper, 1957.

Super, D.E. Vocational development theory: Parsons, positions and processes. The Counseling Psychologist, 1969, 1, 2-9(a).

Super, D.E. The natural history of a study of lives and of vocations. Perspectives on Education, 1969, 2, 13-22.

Super, D.E.; Crites, J.O.; Hummel, R.C.; Moser, H.P.; Overstreet, P.L.; and Warnath, C.F. Vocational development: A framework for research. New York: Teachers College, Columbia University, 1957.

Super, D.E.; Starishevsky, R.; Matlin, N.; and Jordaan, J.P. Career development: Self-concept theory. New York: College Entrance Examination Board, 1963.

Thomas, H.B. The effects of sex, occupational choice and career development responsibility on the career maturity of ninth-grade students. (Paper presented at the Annual Meeting of the American Education Research Association, 59th, Chicago, Illinois, 1974). University of Alberta Microfiche No. ED 092 819.

Tiedeman, D.V. and Field, F.L. Guidance: The science of purposeful action. Harvard Educational Review, 1962, 32, 483-501.

Tiedeman, D.V. and O'Hara, R.P. Career development: Choice and adjustment. New York; CEEB, 1963.

Trainor, J.D. Career maturity and information exploration (Doctoral dissertation, Boston College), Dissertation Abstracts International, 1977, 37, (7-4), 4149-4150.

Westbrook, B.W. Interrelationship of career choice competencies and career choice attitudes of ninth-grade pupils: Testing hypotheses derived from Crites' model of career maturity, Journal of Vocational Behaviour, 1976, 8, 1-12.

Westbrook, B.W. The relationship between career choice attitudes and career choice competencies of ninth-grade pupils. Journal of Vocational Behaviour, 1976(b), 9, 119-125.

Westbrook, B.W. Criterion-related and construct validity of the Career Maturity Inventory Competence Test with ninth-grade pupils. Journal of Vocational Behaviour, 1976(c), 9, 337-383.

Westbrook, B.W. and Cutts, C.C. Career maturity of ninth-grade pupils: Real or imaginery. U.S Department of Health, Education and Welfare. National Institute of Education, 1978). University of Alberta Microfiche No. ED 156 973.

Williamson, E.G. How to counsel students. New York: McGraw-Hill, 1939, p.428.

Wilson, E.H. The development and pilot testing of a system for the teaching of decision making. Cambridge, MA: Harvard University, 1971 (unpublished doctoral dissertation).

APPENDIX A

MISSION EMPLOYMENT CAREER PROGRAM

ME

EMISSION EXPLOSIVES

MISSION EMPLOYMENT CAREER PROGRAM

by

SUZAN SHASKE

FEBRUARY 1979

INDEX

OBJECTIVES ..... Page 1

INTRODUCTION ..... Page 2 & 3

TOPIC 1. Interests ..... Page 4

2. Discovering your interests (OVIS) ..... Page 5 & 6

3. Researching interest areas ..... Page 7

4. Researching Occupations (C.C.D.O.) ..... Page 8 - 11

5. Discovering occupational characteristics ..... Page 12

6. Matching Occupational characteristics and interests ..... Page 13

7. In-depth study of one occupation ..... Page 14

8. Relating career choice to High School Courses ..... Page 15 & 16

9. Looking for a job ..... Page 17 & 18

10. Applying for a job - Application forms ..... Page 19 - 21

11. Writing a resume ..... Page 22 & 23

12. The Interview ..... Page 24 - 30

13. Part-time jobs ..... Page 31 & 32

14. Sundry facts ..... Page 33

TO USE THE MISSION EMPLOYMENT PROGRAM THE FOLLOWING REFERENCE MATERIAL IS SUGGESTED:

- One NAIT calendar
- One Apprenticeship booklet
- Ten Apprenticeship leaflets
- One file folder per student
- One OVIS profile per student
- One class set of OVIS Career Exploration Booklets
- Ten C.C.D.O. Volume I
- One "Labour Standards in Alberta" pamphlet
- Five "Seeking Summer Employment Sensibly" pamphlets
- One "Are you ready for the world of work" pamphlet
- One government of Alberta application form

NOTE: The W. P. Wagner Library has a CAREER RESOURCE CENTRE open to both teachers and students. All of the above resources are available from the libary and much more. Please familiarize yourself and your students with the centre.

WORKSHEETS

1. My interests
2. Using the CCDO
3. General Education Development
4. Specific Vocational Preparation
5. Enviromental Conditions
6. Physical Activities
7. My Occupational Characteristics
8. Researching my Occupational interests
9. My job
10. My future plans
11. Personal Data Sheet
12. Application Form

HANDOUTS

1. C.C.D.O. Qualification Profile Factors
2. Vocation programs at W.P.W.
3. Sample resumé

TOPIC: YEAR ONE TRADES AND SERVICE HIGH SCHOOL
CAREER PLANNING PROGRAM
"MISSION EMPLOYMENT"

OBJECTIVES:

1. To stimulate student interest in planning his/her vocational future.
2. To assist students in assessing what they want, what they are capable of doing and what they are willing to do in relation to the world of work.
3. To provide students with the opportunity to explore general occupational areas and specific occupations which they may pursue on their own as future employment possibilities.
4. To introduce students to:
    a. Ohio Vocational Interest Survey
    b. Canadian Classification and Dictionary of Occupations
    c. Career Alternatives
    d. Canada Manpower
    e. Apprenticeship Board
    f. Job Search Skills
5. To stress the following about vocational decision making:
    a. the importance of planning
    b. the importance of knowing self and realization that everyone is good at something.
    c. the responsibility for a decision rests with the individual.

INTRODUCTION: What is Career Planning? Career planning is thinking ahead intelligently.

CAREER	OCCUPATION	JOB
long term goal related to work or employment	classification of series of tasks to be performed	actual task specific to a locale and situation
requires education or training (developmental)		
can be full time or part-time; paid or unpaid		
meaningful to individual		
"Journey through Life"		
e.g. Educator	e.g. Teacher	e.g. W.P.W. Human Relations Teacher

Career planning is a do-it-yourself project involving:

1. self-assessment and definition of one's own criteria understanding oneself and discovering various occupations that might be suitable.
2. research into occupations
3. establishment of a general sense of direction, as of now.
4. evaluating alternatives and anticipating concerns
5. decision making and setting goals
6. keeping options open as one progresses through school and the world of work in order to cope with change and emergencies.
7. continual reassessment of the plan, up-dating the data and maintaining mental flexibility.

The object of the whole exercise is to have sufficient information on which to base intelligent decisions. Planning one's career does not mean defining a rigid path that one must follow for the rest of one's life. It does mean identifying several possible directions in which one might go and why.

TOPIC I

INTERESTS

OBJECTIVES:

1. To assist students in identifying their own individual interests which are unique to them.
2. To make students aware that career planning begins with a look at oneself.

SUGGESTED PROCEDURE:

1. General class discussion reviewing the activities of Introduction week. (January 15 - 19, 1979)
2. The teacher may compile a blackboard list of all the interests contained within the class. There will be duplication and many interests will fall under broad categories such as: sports, crafts etc. Students may elaborate on their interests.
3. Students could be placed in triads where one is the interviewer, one the client and one the recorder. Try to elicit several interests from each student. The student need not be actively pursuing his interest but recognition of the interest is important.
4. Point out the areas of similar interest and a few unique interests. Every person is unique with his/her own set of interests.

TOPIC II DISCOVERING YOUR INTERESTS

OBJECTIVES:

1. To provide students an opportunity to gain insight into their vocational interests through the interpretation of the O.V.I.S.
2. To have students locate the top 3 scores and bottom 2 scores of their O.V.I.S. profiles.

MATERIALS NEEDED:

One O.V.I.S. profile for each student

SUGGESTED PROCEDURE:

1. Ask students to use a 1-9 scale to describe their interests (1= no interest, 9= very keen interest). Read the 24 general work areas on page 4 of O.V.I.S. profile. Describe each area and have the students predict their score on each.
2. Hand out the individual profiles to each student and let them examine the forms.
3. Explain what each column is. Page 3 of the profile gives a description of each. The reference group is stated on Page 2 at the top. The scale numbers are described on Page 4. Ignore the numbers after each work area e.g. Manual Work 001. These numbers refer to data - people - things and are not relevent to our purpose.
4. Ask the students to write down their 3 highest areas of interest, and their 2 lowest as the O.V.I.S. scale numbers have measured them.
5. According to the percentile ranks write down their 3 highest areas of interest and 2 lowest.
   Question: What does this rank tell you with respect to other students of your same age and sex?

6. Look at the overall pattern of high and low Stanines. Are there noticeable differences in the scores from scale to scale? What are the 3 highest and 2 lowest stanine scores? Write them down.

7. Look at the Scale Clarity Indexes. Are any of the 3 highest and 2 lowest areas of interest which you have identified marked with an "I"? If yes, then go over all your interests again and see if you can choose 3 high and 2 low where an "H" has been marked.

8. Now look at all the interests written down and compare with your predictions. Discuss.

9. Have each student choose the 3 highest and 2 lowest he/she thinks are most accurate for him/her.

10. Student Questionnaire Information. The first title, Occupational Plans, are the two job areas which the student chose as best representing the types of work he/she would like to do for a living.

11. The second title, Best Liked Subjects, are the student's choice he made.
    Question: Do your best liked subjects match up with your highest valued job activity?

12. High School Program and Post High School Plans

    Question: Is there a relationship between what you are taking in school now or plan to take and your highest interest areas?

13. Vocational Program Choice

    Question: Is there a relationship between your vocational program choice and your highest interest areas?

TOPIC III RESEARCHING INTEREST AREAS

OBJECTIVES:

1. To introduce the students to the OVIS GUIDE TO CAREER EXPLORATION booklet.

MATERIALS NEEDED:

1. Class set of OVIS Guide to Career Exploration booklet.
2. Class set of Task #1 worksheet.

SUGGESTED PROCEDURE:

1. Hand out booklet. Explain to students that it is American printed and therefore all the information in the booklet may not be applicable to us.
2. Have students read the description of their highest interest area.
3. Hand out Task #1 worksheet.
4. Worksheet

   General area is the scale name on their OVIS profile sheet.

   Scale number is on their profile sheet.

   Specific Jobs are listed in the OVIS booklet under the general area.

   CCDO numbers are given in the OVIS booklet beside the specific job.

   The student can fill out his/her worksheet. Explain to the students what the CCDO book is and show it to them.

   CCDO has 23,600 different jobs listed in it. We will be using this book to help research occupations.

TASK #1 WORKSHEET

NAME: _____

A. OVIS suggests that my top three occupational interest areas are:

1st. General Area _____
Scale Number _____
Specific Jobs _____ CCDO # _____
_____ CCDO # _____

2nd. General Area _____
Scale Number _____
Specific Jobs _____ CCDO # _____
_____ CCDO # _____

3rd. General Area _____
Scale Number _____
Specific Jobs _____ CCDO # _____
_____ CCDO # _____

B. OVIS suggests that the <u>two</u> areas of least interest for me are:

_____ and _____

Please write a brief explanation as to why you are <u>not</u> interested in these areas.

TOPIC IV RESEARCHING OCCUPATIONS

OBJECTIVES:

1. To introduce the students to the Canadian Classification and Dictionary of Occupations.

2. To explain and give examples of the following factors used to describe occupational qualifications in the CCDO: general education development, specific vocational preparation, environmental conditions, and physical activities.

3. To provide students with an opportunity to learn how to use Volume I of the CCDO.

MATERIALS NEEDED:

1. Class set of CCDO Volume I

2. Class set of Task # 2 Worksheet

3. Class set of Handout #1

SUGGESTED PROCEDURES:

Note to teachers

The CCDO may be introduced as two volumes which indentify and categorize occupational activities in the Canadian world of work. The CCDO is the product of several years of surveys, studies and analyses by occupational specialists. The resulting classification and definitions describe and group the occupations of Canadians in a systematic and comprehensive arrangement.
To locate occupations in the CCDO you can use any of 3 routes either singly or in combination with one another. The three routes are:

a. The Alphabetical Index of Occupational Titles

b. The Major, Minor and Unit Group Code and Definitions

c. The Industry designations and definitions with occupational titles

For purposes of this program, the easiest method of locating an occupation is via method (a) utilizing the Alphabetical Index of Occupational Titles found at the back of Volume I of the CCDO.

It might be advantageous to inform students that Volume II of the CCDO is in the library for reference but we will not use it in our Mission Employment program.

INTERPRETATION OF THE CODE NUMBER - located immediately to the right of each occupational title listed in the Alphabetical Index of Occupational Titles is a 7 digit number. This is called the Code Number. To locate the description of the desired occupation, first locate the code number.

Example:	Able Seaman	9155 - 118
	Occupational Title	Code Number

Once you have the code number, turn back to the description section of the CCDO and locate the code number. The numbers are listed in increasing order.

Example:

Major Group
9153 - 118 - 9157 - 110

9153 - 118	Marine Engineer - Officer Cadet
9155 - 110	Ship's Carpenter
9155 - 114	Boatswain
* 9155 - 118	Able Seaman

1. Explain alphabetical index to students and have students look up some occupations. Notice how the occupations are grouped. Always look above and below the particular occupation you are researching because there may be a similar occupation you never thought of there.

OCCUPATIONAL CHARACTERISTICS

The occupational descriptions include five selected occupational characteristics which appear as coded digits or letters. For purposes of this program we will be only concerned with 4 characteristics. These characteristics are selected from appropriate numeric and alphabetic code tables and provide specific information about the occupations.

Example:

9155 - 118 Able Seaman

GED: 3 SVP: 5 EC: B PA: M247

OCCUPATIONAL CHARACTERISTICS

GED = General Education Development

SVP = Specific Vocational Preparation

EC = Enviromental Conditions

PA = Physical Activities

TRAINING TIME REQUIREMENTS

Training time is measured by two numerically coded scales: GED & SVP. They are separate although related factors. An explanation of the various levels in three areas of GED (reasoning, mathematical and language development) and of the various levels of SVP is included in Appendix A of Volume I.

GED is education of a general nature which does not have a recognized specific occupational objective. Ordinarily such education is obtained in elementary school, high school and colleges. However, it is derived also from experience and self-study.

SVP is measured by the amount of time needed to acquire the information, techniques and skills needed for average work performance in a specific occupation. SVP includes training in any of the following forms: University or College training, vocational training, apprenticeship, in-plant training, on-the-job training, experience in other jobs.

PHYSICAL DEMANDS

Knowledge of the physical demands of an occupation assists in the placement of all workers. A detailed explanation of the physical demands coding is included in Appendix B, Volume I under two sections:

a. Environmental Conditions (EC) code letters and digits which indicate the significant physical surroundings of a worker in an occupation.

b. Physical Activities (PA) code numbers and letters which indicate the significant physical demands of a worker. The designated physical activities express both the physical requirement of an occupation and the physical capacities (specific physical traits) a worker must have to meet those requirements.

To simplify our program we will use the tables outlined on Handout #1 when referring to GED, SVP, EC and PA.

2. Give each student Handout #1 and explain what each table refers to.

Example:

9155 - 118 Able Seaman

GED: 3 SVP: 5 EC: B PA: M247

Explain what is required of an able seaman. Allow students time to investigate the CCDO using the handout for a few minutes.

3. Give each student the Task #2 worksheet and allow time for each student to complete it.

4. Go over the Task #2 worksheet and make sure each student has an understanding of the process.

HANDOUT # 1

GUIDE TO QUALIFICATIONS PROFILE FACTORS

PHYSICAL ACTIVITIES (PA)

1. Strength (lifting, carrying, pushing, pulling) shown in terms of:
   - S - sedentary work (10 lbs. max)
   - L - light work (20 lbs. max)
   - M - medium work (50 lbs. max)
   - VH - very heavy work (over 100 lbs.)
2. Climbing and/or balancing
3. Stooping, kneeling, crouching and/or crawling
4. Reaching, handling, fingering and/or feeling
5. Talking
6. Hearing
7. Seeing in terms of: acuity far and near, depth perception, accomodation, colour vision and field of vision

ENVIROMENTAL CONDITIONS (EC)

1. Work location:
   - 1 - inside
   - 0 - outside
   - B - both
2. Extremes of cold plus temperature changes
3. Extremes of heat plus temperature changes
4. Wet and/or humid
5. Noise and/or vibration
6. Hazards in terms of:
   - mechanical
   - electrical
   - burns
   - explosives
   - radiant energy
7. Atmospheric conditions in terms of:
   - fumes
   - mists
   - odours
   - gases
   - dusts
   - poor ventilation

GENERAL EDUCATION DEVELOPMENT (GED)

Levels	Approximate Duration of Schooling
6	17 years plus
5	13 to 16 years
4	11 to 12 years
3	9 to 10 years
2	6 to 8 years
1	Up to 6 years

SPECIFIC VOCATIONAL PREPARATION (SVP)

1. Short demonstration only
2. Anything beyond short demonstration up to and including 30 days
3. Over 30 days up to and including 3 months
4. Over 3 months up to and including 6 months
5. Over 6 months up to and including 1 year.
6. Over 1 year up to and including 2 years
7. Over 2 years up to and including 4 years
8. Over 4 years up to and including 10 years
9. Over 10 years

TASK # 2 WORKSHEET

OBJECTIVE:

To find and research the occupational title of: CLOWN

1. Which volume of the CCDO do you look in to find the Alphabetical Index of Occupational Titles?
2. Do you look in the front or the back of Volume I of the CCDO to find the index?
3. Now that you have found the Alphabetical Index of Occupational Titles in the back of Volume I of the CCDO find the work CLOWN in the index.
4. The occupational title of clown has been found on page 1072. What is the code number for clown?
5. Directly to the right of the word clown are 7 digits which are 3339 - 162. This is the code number for clown.
6. Now look through Volume I until you find the number 3339 - 162. The numbers are small at the front of the book and increase in size as you go through the book.
7. Good. Now that you have found the title of clown please read about the activities that a clown does.
8. Read the occupations around clown. Do they have the same activities or duties as a clown? Are they related in some way? How are they related? Turn the page - perhaps there are some other occupations that have the same duties as a clown. What are they?
9. Let's look at the occupational characteristics of a clown. Where are these found?
10. That's right - they're found just below the title of clown.
11. Let's go through them one by one and figure out what they mean.

12. What does GED mean?
Correct! It means General Educational Development or, simply education. What is the GED of a clown?
Right! The GED of a clown is 4.
What does this tell you? (Refer to handout #1)
Good! It tells you that a clown must have 11-12 years of schooling.

13. The next characteristic is what?
Correct! It is SVP which means what?
That's right, it means Specific Vocational Preparation
What is the SVP for a clown?
The SVP for a clown is 6. What does this mean?
It means that a clown has to take training or classes for a period of over 1 year and up to and including 2 years.

14. What is the next characteristic?
Right - Environmental Conditions (EC)
What are the EC a clown works in?
The letter after EC is B so a clown works both inside and outside.

15. Finally, what does the PA stand for?
Good - it stands for Physical Activities.
The PA for a clown is L 23456.
What does this mean?
Right - it means that a clown has some light work (L); must do some climbing or balancing (2); some stooping, kneeling, crouching and/or crawling (3); some reaching, handling and/or feeling (4); some talking, (5); and some hearing (6).

CONGRATULATIONS YOU HAVE RESEARCHED ONE OCCUPATION!

TOPIC 5 DISCOVERING OCCUPATIONAL CHARACTERISTICS

OBJECTIVE:

1. To have each student identify his/her own set of occupational characteristics.

MATERIALS NEEDED:

1. Class set of Task 3-7 worksheets
2. Class set of handout #1

SUGGESTED PROCEDURE:

1. Hand out the Task 3 worksheet and have each student fill it out. For all Year One students the present GED is 9 even if they have spent 10 or 11 years getting to Year One.
2. Have students complete Task 4, 5, and 6 worksheets. W. P. Wagner Vocational training should not be considered as SVP but Year 3 = 11 years of GED.
3. The Task #7 worksheet is a summary of the Task 3-6 worksheets and may be completed when students are ready.

TASK # 3 WORKSHEET

TOPIC: GENERAL EDUCATION DEVELOPMENT (GED)

Your level of GED includes all the academic education you have had in school subjects like mathematics and language. It is determined by the highest grade you have reached in school or by the level of education you may have gained by study on your own. It does not include study that has been directed toward a specific job.

1. Look at Handout # 1 and figure out your GED level

   Years in school _____

   Present GED level _____

2. If you want to raise your GED level you must continue in school. How high do you expect to go in school?

   GED level I expect to obtain _____

TASK # 4 WORKSHEET

TOPIC: SPECIFIC VOCATIONAL PREPARATION (SVP)

Training for a specific work field is called Specific Vocational Preparation (SVP). Usually this training is taken to learn new skills for work in particular occupations. For example, a carpenter may take trades training. A teacher would attend university.

1. Refer to handout # 1 and fill out this table for yourself.

When	Courses or Training	Length	SVP
Now			
Expected			

You probably have nothing to fill out for "now" but what are you willing to take or do you expect you will complete?

SVP I expect to obtain _____

TASK # 5 WORKSHEET

TOPIC: ENVIRONMENTAL CONDITIONS

Think about some of the different conditions surrounding different occupations. For example, in some occupations all the work is done inside. In some all work is outside and in others it is both inside and outside. In some occupations there is a lot of noise on the job etc.

Refer to handout #1 and fill in a table for yourself. First consider the conditions that you are physically capable of enduring then consider the conditions under which you prefer to work.

Work Location	I could work in this environment	I would prefer to work in this environment
I O B		
Conditions		
2 3 4 5 6 7		

Write the EC you could work in. Example: B 2 6 7

Write the EC you prefer to work in. Example: I 6

TASK # 6 WORKSHEET

TOPIC: PHYSICAL ACTIVITIES

Every occupation makes physical demands on its workers. For example, some workers must lift heavy objects all day long so they must be fairly strong. Some workers, such as pilots, must use their eyes a lot so they have to have good vision. The P.A. checklist on handout #1 describes different types of physical activities.

1. First consider the physical activities you could tolerate as part of a regular job. Then consider the kinds of physical activities that you would like to do in your work. It is very important for you to be realistic about the kinds of physical activities that you could stand to do day after day. For example, you may be quite capable of lifting a 100 pound bag of cement, but do you really want to lift 100 pound bags of cement for 6 or 8 hours straight every day? Think about it.

2. Refer to Handout #1 and fill in this chart.

Physical Activity	I could stand this activity as part of a regular job	I would prefer this activity as part of a regular job
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Cont'd

3. Now write the PA you could work at

Example: M 2 5 6

4. Now write the PA you prefer to work at

Example: L 5 6

TASK # 7 WORKSHEET

TOPIC: MY OCCUPATIONAL CHARACTERISTICS

Now summarize what you have discovered about yourself in the past Worksheets.

1. GED I expect to obtain _____
2. SVP I expect to obtain _____
3. EC I could work in _____
4. I could work at _____

TOPIC 6 MATCHING OCCUPATIONAL CHARACTERISTICS AND INTERESTS

OBJECTIVE:

1. To have students discover occupational areas which are a real possibility for them.

MATERIALS NEEDED:

1. Class set of CCDO Volume I
2. Class set of Task #8 Worksheet

SUGGESTED PROCEDURES:

1. Hand out CCDO book and worksheet #8 to each student.
2. Have students complete the worksheet
3. When each student has a completed Task #8 worksheet ask them to refer to Task #7 worksheet and compare what they can or will do to what they want in the world of work. If there is no similarity then suggest student do another Task #8 worksheet using three other jobs which might interest him/her. You might also check that their Task #7 worksheet is a reasonable description of them. Each student should be able to find at least two jobs which are future possibilities for them. They can do the worksheets again to discover occupations relevent to their interests. If any student has really attempted to work out a job for him/herself and cannot, then please refer the student (and his/her file) to counselling.

TASK # 8 WORKSHEET

Refer to Task # 1 Worksheet and select 3 specific jobs you have chosen as interesting for you. Using the CCDO Volume I fill in the following information:

Job # 1 _____ CCDO # _____

2 _____ _____

3 _____ _____

What is the GED for each job?

1 _____

2 _____

3 _____

What is the SVP for each job?

1 _____

2 _____

3 _____

What are the PA's for each job?

1 _____

2 _____

3 _____

What are the EC's for each job?

1 _____

2 _____

3 _____

TOPIC 7 IN - DEPTH STUDY OF ONE OCCUPATION

OBJECTIVES:

1. To study (explore) a specific job which has been identified by the student as a possible future occupation he/she might pursue.

MATERIALS NEEDED:

1. Class set of CCDO Volume I
2. Class set of Task # 9 Worksheet
3. Class set of OVIS Career Exploration Booklet

SUGGESTED PROCEDURES:

1. As students complete the Task # 9 Worksheet some may share their reports with the class to illustrate unique information they have discovered about their researched occupation.
2. The Wagner Library has a career resource centre and students should be made aware of this resource. The CCDO filing cabinet has additional information on many occupations. The files are organized under their CCDO numbers.

TASK # 9 WORKSHEET

Please answer the following questions on one specific job which you have selected as a possible future occupation for yourself.

1. What is the General Area and Specific Job of this job?

2. What will I do on the Job?

3. What kind of person should I be?

4. Where will I work at this job? (inside? outside? city? country? Alberta? etc.?)

5. What are the working conditions? (Hot? Humid? Threatening? etc.)

6. What qualifications do I need to get this job?

7. What jobs are similar to this job? (What other alternatives exist for me?)

8. Why does this occupation appeal to me?

TOPIC 8 RELATING CAREER CHOICE TO HIGH SCHOOL COURSES

OBJECTIVES:

1. To assist the students in planning their educational training so as to be prepared for their chosen occupation.
2. To have each student decide on his/her Year 2 courses.

MATERIALS NEEDED:

1. Class set of Handout #2
2. Five Apprenticeship folders
3. Class set of Task #10 Worksheet
4. N.A.I.T. Calendar
5. One Apprenticeship Booklet

SUGGESTED PROCEDURE:

1. General class discussion of career choices and educational requirements.
2. Give each student Handout # 2.
3. Explain High School Diploma.
   - 100 credits required
   - 15 Language Arts (English 13, 23 = 10)
   - 10 Social Science (Social St. 10 = 5)
   - 5 Math (Math 15 = 5)
   - 3 Science (Science 11 = 3)
   - 2 Physical Education (P.E. 10 = 3)
   - 10 Grade 12 subjects plus Eng. 33

A W. P. Wagner student, if he passes all his/her subjects, receives 36 credits in Year 2:

English 13 = 5
Math 15 = 5
Science 11 = 3
Voc. Subj. = 20
* Option = 3

* Any student considering a High School Diploma should choose P.E. for his/her Year 2 option.

A W. P. Wagner student, if he passes all his/her subjects, receives 35 or 36 credits in Year 3:

English 23 = 5
Math 25 = 5
Voc. Subj. = 20
* Option = 5 ~~or 3+3~~

* Any student considering a High School Diploma should choose Social Studies 10 for his Year 3 option.

Therefore, students graduating from W.P. Wagner can go to any Composite High School providing their vocational area has Grade 12 subjects there, and complete a High School Diploma. When students get to Year 3 they can meet with a counsellor and plan their High School Diploma route. Some vocational areas do not have Grade 12 credits at other schools and in these cases, W.P. Wagner offers the Grade 12 credits in Year 3.(e.g. Horticulture.) Students in Horticulture leave Wagner with the 10 required Grade 12 credits and therefore can complete the High School Diploma by taking any options to make up the 100 credits.

4. Explain Apprenticeship Program and give a folder to interested students. Advise students that some credits (up to 1 year) may be granted to Wagner graduates toward Apprenticeship dependant on marks: academic and vocational

5. Explain that post-secondary institutions list all the courses in a book called a "calendar". Show them the N.A.I.T. calendar and look up a course of interest to some student. Examine the admission requirements etc. Inform students that calendars for other institutions are in the career resource centre in the library.

6. Have each student complete a Task # 10 Worksheet.

HANDOUT #2 W. P. WAGNER VOCATIONAL PROGRAMS

VOCATIONAL AREA	YEAR 1 ROTATIONS	YEAR 2	YEAR 3	FUTURE POSSIBILITIES
AUTOMOTIVES	Small Motors Auto Parts	Service Stn. & Auto Repair & Auto Parts	Service Stn. Auto Repair or Auto Parts	Apprenticeship or Employment in areas related to Automotives or Heavy Duty Mechanic
BEAUTY CULTURE	Hair Styling	Beauty Culture	Beauty Culture	Year 4 Beauty Culture Nait-Men's, Ladies Hairstyling, Commercial Hair Styling Schools Apprenticeship
BUILDING CONSTRUCTION	Painting & Decorating Woodworking	Painting & Decorating Carpentry (Millwork) Building Maintenance Heavy Construction	Painting & Decorating Carpentry or Building Maintenance or Heavy Construction	Apprenticeship or Employment in related areas
BUSINESS EDUCATION	Business Education	Business Education	Business Education	A.V.C. Commercial Business Colleges Employment in Clerical area
COMMERCIAL VEHICLE OPERATION	C.V.O.	Driver Training In Car (out of school hours)		
DRAFTING	Drafting	Drafting	Drafting	NAIT - Night School Employment in related area
FOOD SERVICES	Foods	Foods	Foods	Apprenticeship NAIT - Commercial Cooking, Baking, Retail Meat Cutting, Employment in food industry
GRAPHIC ARTS	Graphics Photo Litho	Commercial Art	Commercial ARt	NAIT - Commercial Sign Writing Grant McEwain-Design Arts Employment in Silkscreening
		Photography	Lithography	Apprenticeship or Employment in related area
HEALTH CARE SERVICES	Health Care Modern Living Sewing	Health Care Services	Health Care Services	Certified Nurse's Aid Grant McEwain-Childcare
HORTICULTURE	Horticulture	Horticulture	Horticulture	Agricultural Colleges NAIT - Forest Technology/ Employment in related area
INDUSTRIAL METALS	Industrial Metals	Machine Shop & Piping (Plumbing) & Sheet Metal & Welding	Machine Shop or Piping or Sheet Metal or Welding	Apprenticeship or Employment in related areas

HIGH SCHOOL DIPLOMA

TASK # 10 WORKSHEET

1. What occupation are you considering for your future?

2. What educational training do you need?

3. What Year 2 courses will you choose to assist you in your goal?

4. What do you do when you leave Wagner?

   (N.A.I.T., Other High School, Apprentice work??)

TOPIC 9

LOOKING FOR A JOB

OBJECTIVES:

1. To familiarize the students with Canada Manpower and other local government sources.
2. To inform students how to use the local newspaper when job searching.

MATERIALS NEEDED:

1. Several recent newspapers.

SUGGESTED PROCEDURES:

1. There are several places (methods) to seek employment. The teacher could solicit ideas from the class and discuss the suggestions of the students.
2. When "Canada Manpower" is suggested point out to the students that it is divided into 4 offices covering the 4 quadrants of the city. One is advised to look under "Government of Canada, Employment and Immigration" (white pages) and phone for an appointment with a counsellor. Be sure you have the correct office, i.e. in your quadrant of the city, or you will be sent to the correct office. You can call 425-5108 (Unemployment Insurance Office) to inquire which is your correct office to visit.
3. Other sources:

   - Alberta Government Employment Office
     5th Floor Melton Bldg.
     103 St. and Jasper Ave.
     427-2751
   - Edmonton Journal
   - Employment Agencies in Yellow Pages
   - City Personnel Department 428-5243
   - Community Newspapers
   - Trade magazines
   - Friends and relatives in the employment area of interest

4. Advise students to investigate their possible jobs by talking to employees when they can. Valuable hints on "how to" get the job are often given by the employees.

5. Pass out newspapers and have students find the "Help Wanted" ads. Notice how they are listed: "Office, Clerical, Sales"," Trades People" etc. Have students try and find a job they might like to apply for and report to class about it.

TOPIC 10 APPLYING FOR A JOB - APPLICATION FORM

OBJECTIVE:

To teach the students how to fill out an application form accurately and neatly.

MATERIALS NEEDED:

1. Class set of Task #11 Worksheet (Personal Data Sheet)
2. Class set of Task #12 Worksheet (Application Form)
3. One Government of Alberta Application form

SUGGESTED PROCEDURE:

1. Explain to students that most jobs require an application form. This form should be completed neatly and accurately to be impressive. In some cases the job is gained solely by the application form so put your "best foot forward" to get in the door.

2. Describe the "Do's" and Don'ts" of completing application forms. These could be listed on the blackboard.

   Do's

   - Read the entire form first
   - Note any special instructions
   - Fill out the form as instructed

     (some employers prefer type-written responses, others printed in block letters, others in handwriting)

Do's

- Answer every question that applies to you (if a question does not apply, you may write "N.A." meaning not applicable or draw a line through the space to show that you did not over-look the question.
- Spell correctly
- Prepare in advance, notes regarding special dates, such as work experiences and schools attended as well as addresses and so on.
- Be prepared to list several good references. Ask permission of those you plan to list.
- Be honest
- Be accurate

Dont's

- Fill out the application form in pencil.
- Do not write "Anything" down for a question that asks you what kind of work you can do.
- Use a "nickname" when signing the application form.

3. Hand out Task #11 Worksheet (Personal Data Sheet) and explain that this is not an application but is used as a means of organizing personal information so there will be no messy errors on the application. Suggest to students that they always do a personal data sheet before goofing on the real application.

4. Hand out Task # 12 worksheet and explain it is a sample - there are many different forms but generally these are the questions asked. Have students fill out the application using the following guidelines:

   A. One of the first things you must do in applying for a job is to fill out an application form. The employer uses this form to find out information and facts about yourself and from this he tells you whether you are suited or not for the job. The application form is then kept on file with the company as a permanent record of yourself if you are hired.

   B. When filling out an application form:

      - bring 2 good pens
      - " necessary information
      - " data sheet
      - " references (typed)
      - " social security number (S.I.N.)

   C. First read whole application form

   D. Use data sheet for:

      - name, address, telephone number
      - have alternate telephone number if you are not at home often. (If you are out of town - instruct to call collect)
      - education: full names of schools; clubs, certificates, apprenticeship, driver training etc.
      - references
      - experience

5. Show the class the Government application form as a sample.

TASK # 11 WORKSHEET

INFORMATION FOR PERSONAL DATA SHEET

NAME: _____
(Given Names) (Surname)

ADDRESS: _____
(Street) (City) (Province)

POSTAL CODE: _____ PHONE NO. _____

PERSONAL DATA

DATE OF BIRTH: _____ PLACE OF BIRTH: _____

MARITAL STATUS: _____ CITIZENSHIP: _____

HEIGHT: _____ WEIGHT: _____ GEN. HEALTH _____

SOCIAL INSURANCE NUMBER _____

EDUCATION: (For Wagner state Vocational Areas and/or Major Courses)

Name of School and Address	Phone	Grade	Dates
_____	_____	_____	_____
_____	_____	_____	_____

INTERESTS AND ACTIVITIES

(Clubs, Sports, Awards, Hobbies, Special Training)

_____
_____
_____
_____
_____

EXPERIENCE

Name of Company and Address	Phone	Period Worked
_____	_____	_____
_____	_____	_____

Position Held and Supervisor's Name: _____
_____
_____

TASK # 12 WORKSHEET

APPLICATION FOR EMPLOYMENT

Complete this application form carefully and fully with pen and ink.

Date _____ 19___

Name in full _____

Address _____ Telephone _____

PERSONAL INFORMATION

Age _____ Date of Birth _____ Place of birth _____

Height _____ Weight _____ Social Security Number _____

Citizen of Canada or Landed Immigrant _____ yes _____ no

Father's name, address _____

Mother's name, address _____

Offenses or Convictions (other than Minor traffic violations) Please list and give details re: date, charges etc. _____

Are you related to anyone in this company's employ? _____ If so, give the person's name and relationship. _____

In what kinds of recreation are you interested? _____

To what organizations do you belong? _____

_____

Have you ever been bonded by a surety company? _____

HEALTH

How much time did you lose from school or work in the past year? _____

Give reasons for absences. _____

What serious illnesses or injuries have you suffered? Give details. _____

_____

If you have any physical disabilities in sight, hearing, speech, etc. give details.

_____

Is your general health excellent, good, or fair? _____

Will you submit to a physical examination by the company's doctor? _____

EDUCATION

Name and Location of School	Date of entry	Date of leaving	Highest grade Completed	Did you graduate?
Elementary				
Secondary				
Other				

In what subjects of your last school year did you obtain your best marks? _____

What was your average per cent in your last school year? _____

In what school activities did you participate? _____

What machines can you operate? _____

PREVIOUS EMPLOYMENT

Present or Previous Employers	Duties	Weekly pay	Date hired	Date of leaving	Reason for leaving

REFERENCES

Name of Reference	Address	Occupation or Position	No. of years acquainted

I certify that I have answered truthfully the questions in this application form. If employed, I shall comply with the regulations of the company and shall work well and conscientiously.

Applicant's signature _____

Interviewed by _____ Date _____ 19__

Comments _____

Date Employed _____ Department _____ Salary _____

TOPIC 11 WRITING A RESUME

OBJECTIVE:

To teach the students what a resume is and how to write one for themselves.

MATERIALS NEEDED:

1. Class set of Handout # 3 (Sample Resume)

SUGGESTED PROCEDURES:

1. Explain to students that most jobs require an application form and often a resume is required as well. The resume is your "sales pitch", your "brag sheet". A resume describes you and your suitability or qualifications for a job. As one government publication defined it:

> A resume is an individually designed, written summary of personal, educational and experience qualifications intended to demonstrate fitness for a particular position or positions. It focuses attention on the candidate's strongest qualifications and develops them in the light of the particular demands of the position for which he is applying.

2. Give each student Handout # 3 (Sample Resume) and discuss.

3. Questions such as the following could be asked at the beginning of the class:

    1. What is a resume? What other terms are frequently used to describe this digest of your qualifications for a job?

    2. How does a resume differ from an application form?

    3. What could you omit from a resume which could not be omitted from an application form?

    4. What could you include in a resume which might not be included in an application form?

5. Could you improve a resume by "slanting it" to the employer's needs? If yes, how?

6. Can a resume be prepared in quantity? If yes, how?

4. Have the students prepare a rough draft of their qualifications. The following could serve as guidelines.

    1. Things they have done well (studies, hobbies, volunteer work, part-time paid work).

    2. Things they like to do (eg. reading, playing tennis, fixing cars, etc.)

    3. Skills they have acquired (eg. playing the piano, driving a car, operating a tractor, swimming).

    4. Things they do not care to do.

    5. Jobs that they have held (part-time or volunteer jobs.)

5. Ask students to prepare a resume which should be "geared" to a specific job - imaginary or real.

6. During the next class, ask the students to form triads and compare their resumes. They should be encouraged to give one another feedback and suggestions. Following this they should be encouraged to amend their resumes and keep them for future reference.

HANDOUT # 3 SAMPLE RESUME

PERSONAL RESUME (SAMPLE CHRONOLOGICAL RESUME)
of
DALLAS M. SWEENEY

1825 Butte Street
Rossland, British Columbia V0G 1Y0
Telephone: (604) 362-7710

JOB OBJECTIVE: Grader operator for a mining company

EDUCATION AND TRAINING

November 1974 – March 1975: Completed pre-employment course in Open Pit Mining at B.C. Mining School, Rossland, B.C.

Courses taken:
- Safety
- Timekeeping
- Equipment
- Excavating and Haulage
- Road Building
- Use of Explosives
- Hough Loader
- Lot 769 Truck
- Bucyrus Erie Shovel

June 1974 – Oct. 1974: Completed Level III (Grade 10) of Basic Training for Skill Development at Selkirk College, Vocational Division, Nelson, B.C.

WORK EXPERIENCE

August 1973 – July 1974: Truck Driver, Kalesnikoff Lumber Co., Thrums, B.C.
Duties: Delivering lumber to customers; routine maintenance and lubrication to truck.
Supervisor: M.L. Verigin

May 1972 – June 1974: Labourer, Kaiser Resources Ltd., Sparwood, B.C.
Duties: Shovelling ore and rock into trucks; cleaning refuse from mines and railroad cars.
Supervisor: T.L. Hardwick

Summers 1969-1971: Labourer, Harrison's Farm, Grand Forks, B.C.
Duties: Operating farm machinery to plant and cultivate crops; servicing and repairing farm machinery.
Supervisor: H.H. Harrison

PERSONAL DATA

Age - 23
Height - 5'10"
Weight - 175 lbs.
Health - Excellent
Marital Status - Single
Interests - rock collecting, hunting, fishing

REFERENCES

Mr. M.L. Verigin
Foreman
Kalesnikoff Lumber Co.
Thrums, B.C.
Tel: (604) 763-2416

Mr. T.L. Hardwick
Mining Supervisor
Kaiser Resources Ltd.
Sparwood, B.C.
Tel: (604) 844-7711

Mr. H.H. Harrison
Manager
Harrison's Farm
Grand Forks, B.C.
Tel: (604) 362-9610

TOPIC 12 THE INTERVIEW

OBJECTIVE:

1. To introduce the students to some ideas on how to conduct themselves in an interview.

SUGGESTED PROCEDURES:

1. Have a class discussion on the importance of the job interview. Include the following points.

   a. Why is the interview the most important part of the job campaign?

   b. Are first impressions important?

   c. Is it necessary to (i) learn all you can about the company before going for the interview; (ii) to know why you want to work for the firm; and (iii) what kind of job you want?

   d. Is it important to know the interviewer's full name (and how to pronounce it) before the interview?

   e. Should you take a friend along with you when you go for an interview?

   f. There are several things you should take with you when you go for an interview. What are they? (pen or pencil writing pad, social security card, resume, birth certificate, letters of recommendation - optional).

   g. What should you wear for the interview?

   h. What factors could cause an interview to be unsuccessful for the applicant?

   i. What factors could make the interview a success?

Notes for the teacher on which to base your class discussion on the interview.

THE INTERVIEW

1. Write in a small notebook, in the order you have held them, all the jobs you have held, when you held them, and the pay you received, what you did, why you left, name and address of the company, and your past supervisor, so you will have this information available. You will need to list this data each time you fill out an application for a job.

2. Dress appropriately for the job you are seeking. Good manners are very important. If the interviewer is busy with someone else, do not approach his desk. Simply take a seat in the outer office until he is free to talk to you.

3. Thoroughly review your Personal Data Sheets so the information will be fresh in your mind.

4. Approach the interview with confidence. You do have something to offer. Remember the interview is two-sided. If they need employees, they are as interested in you as you are in them.

5. Allow plenty of time for the interview. It will take at least 30 minutes to an hour for filling out the application blank, possibly taking tests, and having the subsequent interview.

6. While you are waiting to be interviewed, remember that the interviewer will form a first impression from several factors. It is advisable to:

   a. Sit erectly while waiting and do not smoke.
   b. Stand up as the interviewer approaches you. This shows respect and courtesy.
   c. Address the interviewer by his name, which you have recorded on your prospect card.
   d. Offer the interviewer your portfolio, including the Personal Data Sheets.

7. Never light a cigarette while being interviewed unless so invited.

8. Take a chair and be seated only when offered. Do not move that chair; it has been placed there for a reason.

9. APPEARANCE

   a. Young men

      1. Personal cleanliness
      2. Teeth brushed
      3. Nails clean
      4. Hair trimmed and combed
      5. Clean shaven
      6. Wide awake, alert
      7. Shoes shined, suit cleaned, and a suitable necktie
      8. Gargle with a mouthwash before you leave home to avoid bad breath

b. Young women

1. Personal cleanliness
2. Teeth brushed
3. Nails well manicured
4. Neat hair-do
5. Conservative use of cosmetics
6. Wide awake, alert
7. Conservative clothes, cleaned, and pressed, and suitable accessories
8. Gargle with a mouthwash before you leave home to avoid bad breath.

10. Have good posture - not too stiff or casual.

11. Use your best English, avoid slang expressions such as "yea" or "okay," etc.

12. Be honest in your answers.

13. Do not immediately bring up the salary or fringe benefits you wish or expect. This will be brought up by the interviewer if you get the job. If you are not then told, ask about the salary schedule of that company. Let the interviewer set the scale to be given to you. Do not run the risk of asking for too little or too much. Most companies are fair and have a figure to be offered each employee depending upon his experience. You should decide beforehand how much you need to earn to live reasonably well. You can accept or reject the offer made to you on this basis.

14. Keep your purse and gloves in your lap, briefcase and/or packages on the floor, never on the interviewer's desk. Again, do not fidget during interview - keep hands still.

15. Don't do all the talking. There is nothing wrong with occasional silence.

16. Let the interviewer guide the conversation; don't dominate it.

17. Have a career objective. Do not say, "I am willing to do anything." That tells him nothing; it could be parachuting from a high altitude, running a locomotive, polishing door knobs, or even organizing a bullfight. Indicate a job you would like to have that is suitable to what you can do and that indicates your career goal or objective.

18. Address the interviewer as "sir" or "ma'am," showing respect.

19. Know something about that business and during the interview ask something about the business.

    a. Kinds of products and/or services it sells
    b. How large is it in its field
    c. Opportunities for advancement
    d. Kinds of work available

20. Never be too critical of a past employer. This may well indicate how you will speak of the company you are presently considering when someday you also leave them.

21. At all times be positive:

    a. Don't critize other companies you have worked for.
    b. Be willing to work any shift they have and begin whenever they want you to start.

22. Be specific in explaining what kind of job you want. For example, if you want to do research, indicate what kind--historical, investment, market, or scientific, etc.

23. Give specific reasons why you want that particular job. Saying that you want to go into publishing because you like books or personnel work because you like people is like saying you want to be treasurer because you like money.

24. Before you leave, ask when you should check back.

25. If you come back for an appointment, be 15 minutes early.

26. If you don't get the job, the interviewer may offer you other prospects; have pencil ready and abbreviate so he doesn't have to repeat.

27. Watch for clues that the interview is over and leave quickly and courteously. Clues:

    a. He files your resume
    b. Puts your application to one side of his desk
    c. He says he is glad you came, or will get in touch with you
    d. Pushes his chair back and stands up
    e. Interruptions by his secretary or buzzer may also be hints

28. After the interview is over, review carefully how it went, and learn from any mistakes.

29. Accept gracefully and profit from any constructive criticisms made of you by the interviewer.

30. Consider each interview a learning experience.

II. Ask the students to work in groups to discuss the cases below.

a. The Alberta Company has an opening for a clerk typist. Three girls have just been interviewed for the job.

1. Carole is a cute girl who has a pleasing personality. She can type 50 works a minute and took one year of shorthand at school. Her grade 12 average is 65. She arrived fifteen minutes late for the interview and chewed gum throughout it.

2. Myrna was frightened at the idea of being interviewed, so she took her friend along for support. They arrived ten minutes early. Although Myrna was nervous, she was clean, neat and well-dressed and spoke well. She can type 55 words a minute and she took one year of bookkeeping at school. Her grade 12 average is 55.

3. Excited at the thought of being interviewed, Phyllis arrived twenty minutes early. She chatted with the employer's receptionist while she was waiting to be interviewed. During the interview, Phyllis answered each question accurately and pleasantly. She can type 48 words a minute. She took one year of business law. Her grade 12 average is 53.

b. 1.) If you were the employer, who would you hire? Why?

2.) If you can't decide, what additional information would you require?

c. Ask a member of each group to advise the class of their decisions.

III. Divide the class into four groups. Ask two groups to prepare a list of questions which are frequently asked during an interview; ask the other two groups to prepare a list of why people aren't hired for a job. Upon completion of the assignment ask the four group leaders to write their lists on the board. The result could be recorded, mimeographed and later distributed to the students.

IV. Using want ad sections from current newspapers ask the students to role-play interview situations. The teacher could be the interviewer.

NOTE: If you have access to VTR it is an excellent teacher in an interview lesson!

V. After the group has role-played an interview situation, the class could be encouraged to comment on the interview. Correct and incorrect behavior shown in the interview could be discussed.

Questions Often Asked During An Interview

- Why would you like to work for this company?
- Are you looking for permanent or temporary work?
- What job would you like?
- What do you want to be doing in five years?
- What qualifications do you have for this job?
- What subjects in school did you like best? Least?
- Do you prefer working alone or with others?
- How do you feel about your family?
- What do you do during your spare time?
- What kind of literature do you like to read?
- What are your strengths? Weaknesses?
- What jobs have you had? Why did you leave?
- What salary do you expect?
- Have you had any serious illnesses?
- How do you feel about working overtime?
- How was your school attendance? Punctuality?
- What grades did you receive in your school work?
- When can you begin work?

Why People Aren't Hired

- Poor appearance
- Overbearing, overaggressive
- Inability to express yourself clearly
- Lack of planning for a career (lacks purpose and goals)
- Lack of interest and enthusiasm
- Nervous, ill-at-ease
- Failure to participate in activities
- Overly interested in money
- Unwilling to start at the bottom
- Makes excuses
- Lack of maturity
- Lack of courtesy
- Condemnation of others
- Poor social skills
- Failure to look interviewer in the eye
- Indecisive
- Lazy
- Sloppy application form
- Wants job for short time
- No interest in company
- Intolerant
- Inability to take criticism
- Late for interview without good reason
- Asks no questions about the job
- Indefinite response to questions

VI. The students could then work in triads to practise interview situations (employer, employee, secretary). Each student could have a turn at being an employer, employee and secretary. They could examine and criticize their actions.

or

Divide the students into triads. The students could take turns role-playing an interview situation with one student taking the part of the employer; the second, the applicant and the third the observer. The observer could evaluate the interview using a rating form such as the following:

INTERVIEW RATING FORM

Name _____ Room _____

	Very Good	Good	Average	Fair	Poor
General First Impression					
Personal Appearance					
Physical Appearance					
Initiative in Conversation					
Ability to Express Himself					
Potential					

Check Appropriate Characteristics

Intelligent	_____	Polite	_____	Mature	_____
Timid	_____	Hesitant	_____	Arrogant	_____
Quiet	_____	Confident	_____	Sense of humour	_____
Friendly	_____	Nervous	_____	Persistent	_____
Serious	_____	Awkard	_____	Industrious	_____
Alert	_____	Responsible	_____	Cooperative	_____
Passive	_____	Ambitious	_____		
Loyalty	_____	Leadership qualities	_____		

Suggestion for Improvement

TOPIC 13 PART - TIME JOBS

OBJECTIVES:

1. To make the students aware of the advantages and pitfalls of part-time jobs.

MATERIALS NEEDED: FIVE SEEKING SUMMER EMPLOYMENT SENSIBLY PAMPHLETS

1. Ask the students questions such as the following:

   - How many of you have had a part-time job?
   - What types of jobs were they? (eg. salesclerk, babysitter, delivery boy, storeroom clerk)
   - How did you find these jobs?
   - How many of you would like a part-time job this summer, or next winter?

2. Ask the students who have, or have had, part-time jobs what the requirements of their respective jobs are or were. As the answers are obtained from the students they could be put on the blackboard using the suggested headings.

Type of Job	Requirements
hospital aid	emotionally and physically healthy, pleasant, considerate, patient, ability to learn quickly, neat, likes people.
factory worker	skilled with hands, quick, motivation for learning, neat.

3. Ask the students how they found their respective jobs (or how they could find jobs.) As the answers are obtained, list on blackboard.

   eg. Newspaper Want Ads
   Canada Manpower
   Parents, friends, relatives
   "Walk-ins"

4. Ask the students what they considered to be the advantages and disadvantages of part-time jobs? (List on blackboard).

Advantages	Disadvantages
- spending money	- can miss out on social functions
- experience	- can interfere with school work
- knowledge of working conditions	- too tired
- knowledge of employment regulations such as minimum wage, unemployment insurance and workmen's compensation	- no time for extra curricular activities

Or have the students work in small groups with the chairman of each group reporting the group concensus of the following to the whole class. Show the students the "Seeking Summer Employment Sensibly Pamphlet" and let them use it as a reference.

Questions for discussion

- Do students with part-time jobs have an easier time getting a full-time job?
- Do students with part-time jobs have an easier time in deciding what to do after high school?
- Do students who work part-time have less time to participate in extra-curricular activities?
- Does part-time employment affect school grades?
- Are "drop-out" tendencies created by part-time employment?
- Does part-time work influence occupational preference?
- Could a student who wants to study pharmacy gain any experience for that profession by working in a hamburger stand? If yes, what experience? (eg. accepting responsibilities, working with others)
- Could working as a salesclerk or waitress help a student decide on a future vocation? If yes, how?

TOPIC 14 SUNDRY FACTS

OBJECTIVE:

To provide helpful information for the students in a variety of areas where their knowledge may be lacking.

MATERIALS NEEDED:

1. One "Labour Standards in Alberta pamphlet".
2. One "Are you ready for the world of work" pamphlet.

SUGGESTED PROCEDURE:

1. Discuss what the Mission Employment program has covered. Solicit questions which may not have been answered and attempt to provide the information. Refer students to the Career Resource Centre if necessary.
2. Go through the pamphlets with the students and discuss minimum wage, hours of work etc.

Some other facts

Where do I obtain a birth certificate?

Go to Dept. of Vital Statistics, 10405 - 100 Ave. and pay $3.00. You must know your place of birth and your mother's maiden name.

Where do I get a Social Insurance Number?

The Counselling Department at Wagner has applications and you can just ask a counsellor for the forms to apply.

©Suzan Shaske 1979

APPENDIX B

DESCRIPTION OF W.P. WAGNER HIGH SCHOOL AND ITS STUDENTS

APPENDIX B

DESCRIPTION OF W.P. WAGNER HIGH SCHOOL AND ITS STUDENTS

This appendix presents the underlying philosophy, objectives, teaching approach and curriculum organization for W.P. Wagner Trades and Service High School. It ends with a description of the characteristics of the W.P. Wagner students.

Underlying Philosophy of W.P. Wagner High School

The W.P. Wagner High School represents an approach in educating those students in the Edmonton Public School who are not interested in the regular academic curriculum. Inherent in the philosophy of this institution is the belief that a school system should endeavor to develop the latent abilities and talents of every educable child in a manner that will preserve the dignity and the democratic rights of both child and parents. Teacher experience with Pre- Employment classes had shown that by means of more individualized instruction in smaller groups, it was possible to develop the potential of slower students to a much greater extent than was previously realized. Many of them could be trained to perform at a very satsifactory level in various trades and services, and could profit from a special high school program even though some of them were unable to pass the Grade IX Departmental Examinations. For this reason, a curriculum which embraced a broad concept of general education was devised to prepare these young people for adulthood.

The focus of the program is centered upon development of individuals rather than upon courses. Occupational orientation, training

in general vocational skills, and continuing education are parts of this developmental process as well as such academic and social values as clear thinking, creative expression, effective work and study habits, good mental and physical health, social graces, worthwhile use of leisure time and ethical conduct.

Objectives of the School

(1) To encourage students who would ordinarily drop out of school to continue their education so that they will not only become better citizens but will also have a better opportunity to secure employment.

(2) To rehabilitate students who are developing antisocial behaviour patterns, owing in part to frustrations they have encountered in their school life, by eliminating the cause of their frustrations.

(3) To encourage students to set realistic goals of achievement and to assist them in reaching their goals by providing a diversified program that will develop in them a sense of accomplishment through the discovery of the potential abilities they possess.

(4) To provide learning situations wherein students will have an opportunity to develop such characteristics as dependability, integrity, self-reliance, self-respect, poise, correct grooming, and good work habits, all of which will assist them in securing and retaining employment.

(5) To establish favorable school conditions that will motivate the student to learn and stimulate his curiosity.

(6) To develop saleable skills and knowledge for gainful employment. In this regard, the school must work in close liaison with industry and business, and prepare youth for the job opportunities of today as well as of tomorrow.

The Teaching Approach and the Learning Process

In W.P. Wagner High School less emphasis is placed on the accumulation of facts. The school is more concerned with the motivation of its students, their readiniess to learn, and the method of learning. Classes are of a size that enables teachers to individualize instruction to a greater degree than is possible in standard classrooms. Lecturing and passive listening are replaced wherever possible with a combination of more effective techniques and approaches, including short periods of instruction supplemented with multisensory aids, informal individual and small group consultations involving all members, and ample opportunity to practise essential skills.

Curriculum Organization

In order to prepare their students for effective living, as well as for employment, the W.P. Wagner School accepts a broad concept of general education. The curriculum constitutes an integration of academic instruction, cultural enrichment, physical conditioning, mental health and vocational preparation.

General Academic Program

Approximately half the school time is devoted to classroom courses designed to improve the general educational background of the students. Since adequate preparation for life demands reasonable competence in speaking, writing, spelling, reading and computation, all students are encouraged to develop such fundamental skills to the fullest extent of their ability through consistent and meaningful

practice. However, because most of these students need to see the practical value of what they are learning and are usually unable to accept academic upgrading alone as sufficient motivation for attending school, formal classroom studies are related to and integrated with their vocational training wherever possible.

The curriculum has three levels of academic instruction. Year One is designed primarily to improve the students' basic skills; Year Two and Year Three offer more advanced courses to broaden and deepen their formal educational background.

Vocational Program

The vocational program forms an important part of the total curriculum. The basic purpose of shop courses is the development of a foundation of those skills, work habits, and knowledge of materials and tools which characterize good craftsmen or service people. In addition, shop activities, because they permit a greater degree of pupil participation and direct application of knowledge, provide more interesting learning situations for this type of student than is possible in a typical classroom.

The vocational program also has three levels of instruction: Year One, designed primarily for vocational familiarization; Year Two, examines broad vocational areas plus related skills; and Year Three, facilitates vocational specialization in greater depth.

Characteristics of Students of W.P. Wagner High School

The students attending W.P. Wagner High School have been identified by Gish (1969) as having the following characteristics:

(1) More than one half of the incoming population have reading problems of four or more reading levels below normal. Correspondingly, their literary appreciation is undeveloped.

(2) A large percentage of incoming students lack the basic mathematical operations of addition, subtraction, multiplication and division.

(3) A large number of students are receiving assistance through numerous social agencies.

(4) An above average number of W.P. Wagner students come from homes with only one or no parents.

(5) A number of students have medical problems of concern such as epilepsy and diabetes which are affecting their normal school progress.

He adds that in general, the students are:

(6) Rather inarticulate and weak in expressing opinions or ideas clearly.

(7) Slow in grasping abstractions, but respond to concrete and dramatic learning situations.

(8) Lacking in effective study discipline and basic skills.

(9) Have little desire to excel scholastically.

(10) Frequently anti-school and anti-teacher in attitude.

(11) Do not see academic education as a means of vocational preparation and success.

(12) Display little self-confidence and initiative, and tend to be non-competitive and afraid to tackle new topics and projects. Low response in class discussions.

(13) Somewhat impulsive and unpredictable in action, often reflecting common prejudices and irrationality.

(14) Highly imitative and prefer to be led but only within the framework of their own culture.

Summary

In this appendix a description of W.P. Wagner High School, and its students was presented. The focus of the school program is centered upon development of the individual, particularly those who would ordinarily drop out of school. It is concerned with the motivation of its students, their readiness to learn and the method of learning, rather than on the accumulation of facts. The curriculum has three levels of both general academic and vocational instruction. Some of the many student characteristics include below normal reading levels, little self-condifence and initiative, and poor or broken family relationships.

APPENDIX C

COPIES OF DECISION-MAKING ORGANIZER, and, DECISION-MAKING ORGANIZER (MODIFIED)

NAME:_____ TEACHER:_____ DATE:_____ CLASS: 9__ 10__ 11__ 12__

1

DECISION-MAKING ORGANIZER

Self Understanding

1. I am thinking about:
   - A. what I am interested in doing after high school. . . . . ___
   - B. how my needs relate to what I want to do after high school. . . . . ___
   - C. the type of personality I have and which job might best fit the kind of person I am . . . . . ___
   - D. the kinds of jobs that are available in my community. . . . . ___
   - E. other:_____ ___

EXPLORATION
(Defining the problem)

2. I am collecting information by:
   (Check ✓ more than one if necessary)
   - A. taking an interest inventory . . . . ___
   - B. taking a personality inventory . . . ___
   - C. taking a needs inventory . . . . . ___
   - D. looking over my grade record to see what courses I seemed to do best and which courses I did not do so well. . . . . ___
   - E. talking with someone about what I already know about myself . . . . ___
   - F. finding out what jobs are available in my community . . . . . ___
   - G. other:_____ . ___

CRYSTALLIZATION
(Collecting information)

PLACE AN X BESIDE THOSE ACTIVITIES YOU HAVE DONE IN THE PAST

3. I have selected several occupations to think about. They are:

   1. _____ 2. _____ 3. _____

   The reason I chose these occupations:

   1. _____ 2. _____ 3. _____

   _____ _____ _____

TENTATIVE CHOICE

4. I am considering the advantages and disadvantages of the following occupations:
   1. _____ 2. _____ 3. _____

CLARIFICATION
(Thinking about the advantages and/or disadvantages)

5. I have decided to go to school full-time after high school:
   Yes___Go on to Page 2 if you marked "yes."
   No ___Read and answer Question No. 6.

6. I have decided to go to work full-time after high school:
   Yes ___ Go on to Page 3 if you marked "yes."
   No ___ Read and answer Question No. 7.

7. I have decided to work part-time and attend school part-time ____; full time____.
   Yes ___ If"yes" go on to Page 2
   No ____

LEVEL 2
(Beginning to Act)

EDUCATION AFTER HIGH SCHOOL

1. I am thinking about attending:

   1. College ___ 2. Junior College ___
   3. Technical School ___ 4. Other _____ ___

2. I am collecting information about:

   1. College ___ 2. Junior College ___
   3. Technical School ___ 4. Other _____ ___

3. I am considering the advantages and disadvantages of:

   Name schools you are considering: 1. _____
   2. _____ 3. _____ 4. _____

4. I am giving serious thought to the following things that migh cause me to decide about a particular school:
   Check ✓ those that apply to you.

   1. Cost ___
   2. Location ___
   3. Distance from my home ___
   4. Admission requirements ___
   5. How close to a large city ___
   6. Reputation of the school ___
   7. Where my friends go to school ___
   8. Other considerations: _____ ___

5. I have decided to send applications to:
   Names of schools
   1. _____ 2. _____ 3. _____
   4. _____ 5. _____

6. I have:

   1. sent for application(s) _____
   2. begun to fill in the application(s) _____
   3. other: _____ _____

7. I have:
   1. finished filling in the application(s) _____
   2. mailed the application(s) _____
   3. Other _____ _____

8. I am having second thoughts about applying for admission:

   List some of your second thoughts: _____
   _____
   _____

EXPLORATION
(Defining the problem)

CRYSTALLIZATION
(Collecting information)

CLARIFICATION

LEVEL 2
(Beginning to act)

LEVEL 3
(Carrying out)

LEVEL 4
(REVIEW)

Please turn to Page 3 if you are going to work part-time.
Please turn to Page 4 if you are going to school full-time.

WORK AFTER HIGH SCHOOL

1. I am thinking about: ____full-time work after high school

   ____part-time work after high school.

2. I am collecting information about the following possible jobs:

   1. _____ 2. _____ 3. _____ 4. _____

3. I am considering the advantages and disadvantages of the following jobs:

   1. _____ 2. _____ 3. _____ 4. _____

4. I am thinking about what might cause me to take the job I am considering:

   Check ✓ more than one if necessary:

   1. Salary ____
   2. Fringe benefits ____
   3. Hours of work ____
   4. Paid holidays ____
   5. Being offered the job ____
   6. Other_____ ____

5. I have decided on the following job:

   First choice:_____ First offer:_____

   Second choice: _____Second offer:_____

6. I have made application for the job: Yes____No _____

EXPLORATION
(Defining the problem)

CRYSTALLIZATION
(Collecting information)

CLARIFICATION

LEVEL 2
(Beginning to Act)

NAME:_____TEACHER:_____DATE:_____CLASS: 9__10__11__12__

DECISION-MAKING ORGANIZER

Personal Time Economics

1. I think about how I use my time and what I get as a result of that use.

   Yes___ No___ Sometimes____

2. I think about how I can improve my time use:

   Yes_____NO____ Sometimes ____

3. I make notes in my head or on paper about how I use my time in the following areas:

   1._____2._____3._____

4. I consider the advantages and disadvantages of:

   1. _____2. _____ 3._____

5. The reasons I even think about how I use my time are:

   1._____

   2. _____

   3. _____

6. I have decided to improve my use of time in the following areas:

   1. _____2. _____3. _____

7. Some of the things I am doing to improve my use of time are:

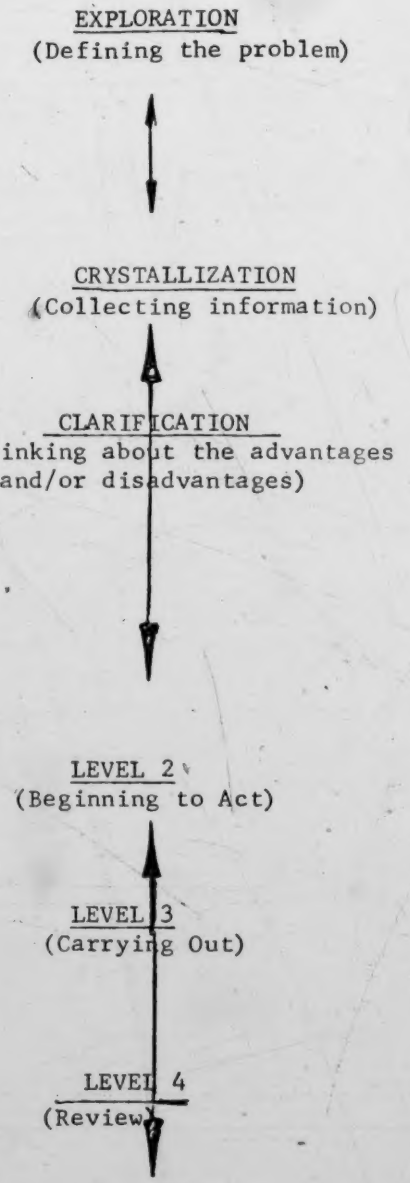
   1. _____

   2. _____

8. I am thinking over what has been happening in my life to determine if I am making progress planning my time. Below is listed some of my progress and also what I have failed to do.

   _____

   _____



NAME_____ TEACHER_____ DATE_____

DECISION-MAKING ORGANIZER (Modified)

Self Understanding

1. I am thinking about:

   A. what I am interested in doing after high school.....____
   B. how my needs relate to what I want to do after high school.....____
   C. the type of personality I have and which job might best fit the kind of person I am.....____
   D. the kinds of jobs that are available in my community...____
   E. other.....____

2. I am collecting information by:
   (Check √ more than one if necessary)

   A. taking a test that tells me about my interests.....____
   B. taking a test that tells me about my personality.....____
   C. taking a test that tells me what I want from a job.....____
   D. looking over my grades to see what courses I seemed to do best and which courses I did not do so well.....____
   E. talking with someone about what I already know about myself.....____
   F. finding out what jobs are available in my community....____
   G. finding out about part-time and full-time employment...____
   H. finding out information about Apprenticeships programs.____
   I. finding out information about schools I can go to after I'm finished at school.....____
   J. other.....____

   NOW, GO BACK TO THE BEGINNING OF QUESTION #2, AND PLACE AN X BESIDE THOSE ACTIVITIES THAT YOU HAVE DONE IN THE PAST

3. If you have selected several occupations to think about, please list the 3 you like the most. They are:

   1._____ 2._____ 3._____

   The reason I chose these occupations:

   1._____ 2._____ 3._____

4. I am considering the good points and bad points of the following occupations:

   1._____ 2._____ 3._____

5. I have decided to go to school full-time after high school:

   Yes____Go on to Page 3 if you marked "yes."

   No_____Read and answer Question #6.

6. I have decided to go to work full-time after high school:

   Yes____Go on to Page 4 if you marked"yes."

   No_____Read and answer Question #7.

7. I have decided to work part-time and attend school part-time____; full time____.

   Yes____if"yes" go on to Page 3
   No_____

EDUCATION AFTER HIGH SCHOOL

1. I am thinking about attending:

   1. University____
   2. Technical school (i.e. NAIT)____
   3. Community College (i.e. Grant MacEwan)____
   4. Other_____....____

2. I am collecting information about:

   1. University____
   2. Technical school (i.e. NAIT)____
   3. Communicty College (i.e. Grant MacEwan)____
   4. Other_____...____

3. I am considering the good points and bad points of:

   Name the schools you are considering: 1._____

   2._____ 3._____ 4._____

4. I am giving serious thought to the following things that might cause me to decide about a particular school:
   Check ✓ those that apply to you.

   1. Cost____
   2. Location____
   3. Distance from my home____
   4. Grades needed to register in the school____
   5. How close it is to a large city____
   6. The reputation of the school____
   7. Where my friends go to school____
   8. Other considerations: _____

5. I have decided to send applications to:

   Names of schools

   1._____ 2._____ 3._____ 4._____

6. I have:

   1. sent for application(s)____
   2. begun to fill in the application(s)____
   3. other:_____ ____

7. I have:

   1. finished filling in the application(s)____
   2. mailed the application(s) ____
   3. other_____ ____

8. I am having second thoughts about applying for entrance to another school after I'm finished at school.

   List some of your second thoughts:_____

   _____

   _____

Please turn to Page 4 if you are going to work part-time.

WORK AFTER HIGH SCHOOL

1. I am thinking about:____ full-time work after high school
   ____ part-time work after high school

2. I am collecting information about the following possible jobs:

   1._____ 2._____ 3._____ 4._____

3. I am considering the good points and bad points of the following jobs:

   1._____ 2._____ 3._____ 4._____

4. I am thinking about what might cause me to take the job I am considering:
   Check √ more than one if necessary:

   1. Salary ____
   2. Extra benefits ____
   3. Hours of work ____
   4. Paid holidays ____
   5. Being offered the job ____
   6. Other_____ ____

5. I have decided on the following job:

   First choice _____ First offer _____

   Second choice_____ Second offer _____

6. I have made application for the job: Yes____ No____

APPENDIX D

EVALUATION OF THE MISSION EMPLOYMENT CAREER PROGRAM-STUDENT REACTIONS

APPENDIX D

Evaluation of the Mission Employment Career Program-Student Reactions

The reactions to the Mission Employment Career Program by students from 14 Year 1 English classes are tabulated and presented below.

1. Did you enjoy participating in the Career Program?

   Yes: 88 No: 66

2. Did you learn a great deal of information about different occupations or careers, while taking the Career Program?

   Yes: 112 No: 41

3. Was the material in the Career Program easy to understand?

   Yes: 105 No: 45

4. What were some of the more difficult areas to understand?

   - C.C.D.O.- understanding the classifications of Environmental Conditions, Physical Activities, Specific Vocational Preparation:38

   -OVIS profiles: 11

   -resumé writing: 9

   -task worksheets:4

5. What were some of the things that you liked in the Career Program?

   -finding out what you are really suited for: 72

   -learning about job interviews: 48

   -reading the C.C.D.O.: 38

   -it gave me alot of information on what to register in for next year: 37

-OVIS profiles: 25

-learning how to write a good resumé: 25

-it gave me alot of alternatives: 18

-learning to fill out application forms: 13

-NAIT calendars: 13

-finding out the grade requirements and training needed for jobs: 8

-finding out about apprenticeship programs: 8

-it helped me to make up my mind: 6

6. What were some of the areas that you did not like in the Career Program?

-it was boring-we spent too much time looking up other student's career choices: 20

-the OVIS profile is too general: 13

-had to write too much: 11

-the program took too long: 8

-there were too many worksheets: 8

-the C.C.D.O. worksheets were too repetitious: 8

-the program was not challenging enough: 8

-descriptions of careers in sports were missing: 5

-the worksheets were too hard: 3

-the C.C.D.O. is not detailed enough: 2

-did not get enough information about school next year: 2

-too many personal questions were asked: 2

7. Do you think that the Career Program helped you think more realistically about the career or occupation that you want to pursue?

Yes: 98 No: 53

8. Did you know what career you wanted to have, before you took the Career Program, and did this choice remain the same throughout the program?

Yes: 91 No: 43

9. Did the Career Program help you decide what career you want to have once you are finished high school?

Yes: 86 No: 55

10. Do you think that the Career Program should be offered for Year I students next year?

Yes: 125 No: 33

11. Have you talked to many people about the Career Program?

Yes: 108 No: 71

12. Who have you talked to about the Career Program?

Friends and school mates: 57

Parents: 51

13. Do you think the Career Program should have been longer?

Yes: 11

Shorter: 59

The same length: 43

14. What things were missing from the Career Program that you would like to see added?

-on the job site visits: 135

-guests speakers: 61

-more films about careers and jobs: 23

-more C.C.D.O. detailed job descriptions: 14

-more information about salaries: 8

-more specific interest profiles: 8

-more information on all the careers available: 8

-information about schools in the U.S.A.: 7

-more class discussions: 5

15. Do you think that you need further help in deciding what you might like to do after you are finished your high school training?

Yes: 17 No: 113

16. Do you think that the Career Program helped you become more interested in your school work?

Yes: 50 No: 96

17. Would you recommend this Career Program to other students?

Yes: 116 No: 41

APPENDIX E

EVALUATION OF THE MISSION EMPLOYMENT CAREER PROGRAM-TEACHER REACTIONS

APPENDIX E

Evaluation of the Mission Employment Career Program-Teacher Reactions

The reactions to the Mission Employement Career Program by the seven Year I teachers responsible for teaching the program are presented below.

1. Do you think that the Career Program helped the students make a decision as to what they might do after high school?

   -Yes, because it made them more aware of the possibilities available: 1

   -I would say it helped about 20-30% in as much as the rest either knew already, or were not yet ready to make the decision:1

   -Yes:4

   -Definitely: 1

2. Were the Career Program materials easy to present?

   -the initial sheets were O.K., but they were progressively harder for the kids to understand, and alot of them needed time consuming individual help: 1

   -Yes: 4

   -Yes, with Year I students there is much "one-to-one" work:1

3. Were the lesson plans and objectives logical and sequential?

   -Yes: 5

4. If not, where were the difficulties?

   -difficulty arose with the number of C.C.D.O.'s available: 1

5. Did you find the Task Worksheets useful?

   -Yes, they really made the kids think: 1

   -Yes: 4

   -Somewhat: 1

6. Was the Career Program too long or too short?

   -too long: 3

-too long- that is, it was hard to fit in as a complete unit:1

-correct length: 1

-I found it necessary to give the students a break: 1

7. Did you enjoy teaching the Career Program?

-Yes, except for the length of time necessary to complete it:1

-Yes: 3

-Mostly, I found it more "useful" than interesting as such:1

8. If yes, what aspects of it were enjoyable?

-seeing the students well motivated and enthusiastic about researching possible future careers: 1

-the students in fact became more knowledgeable of career choices:1

-helping students plan and research future jobs. Developing the decision-making processes: 1

-discussion of interests; interviews; impromptu planning of goals: 1

-actually using the C.C.D.O. seemed most enjoyable. When students discovered how it worked, then made their own discoveries, it paid off: 1

9. If no, what aspects were not enjoyable?

-repetition of some of the instructions on the worksheets: 1

10. Were the students receptive to the program?

-Yes, except some of them found the C.C.D.O. book complicated and confusing, and lost interest: 1

-Generally yes. They were exposed to an endeavor which was very personal and therefore perceived to be important: 1

-Yes: 2

-Mostly: 1

11. Were the inservice training sessions and the Career Conference helpful in orienting you to the program?

Yes: 4 Somewhat: 1

12. What do you see as the good aspects of the Career Program?

-the concept of motivating the student to early career planning:1

-the grouping of related job fields: 1

-the orderly planning of the program: 1

-it is organized and thorough: 1

-it is personal and highly individualized: 1

-the use of the OVIS: 1

-encourages students to utilize their reading and writing skills:1

-facilitating decision-making and goal-setting: 1

-research and organization skills:1

-the student must learn to follow directions: 1

-the program set students thinking about the future and giving serious thought on a vocation. It helped students decide on their Year II vocation: 1

-the program was particularly suitable for Wagner Year I students. Often, it was intensive, but it was worthwhile. The students seemed to establish purposes and planning for perhaps the first times in their lives: 1

13. What aspects would you like to see changed?

-I wonder if the OVIS test was actually suitable. The reading ability of some of the students hindered accurate results: 1

-the job classifications in the C.C.D.O. were somewhat confusing for "slow-learners.": 1

-some simplification of the more complicated worksheets: 1

-a C.C.D.O. which is smaller and easier to follow: 1

-total length should be reduced by at least one third: 1

14. What would you do to improve the program?

-simplify some of the worksheets: 1

-shorten its duration: 2

-include more films and guest speakers as motivational instruments: 1

-I would like a workbook for students to read and work through with the teacher: 1

-team-teaching during the working with the task worksheets:1

15. Were there some important aspects left out of the program? If so, what are they, and where should they be included?

No: 7

16. Would you like to see such a program offered again to Year I Wagner students?

Yes: 7

17. Do you think this type of program and approach is a good way of presenting career information?

-Yes: 6

-This was an excellent program that really had the students interested. It had for a change, a real life relevance for the students: 1

APPENDIX F

CORRESPONDENCE WITH DR. MILLER-TIEDEMAN

March 19, 1979

Dear Susan:

I apologize for the delay in sending the organizer. I was working in my office this morning and I remembered our conversation. I can't tell you how badly I felt for neglecting to get this to you the day you called as I so well understand dissertations and time constraints.

Anyway, enclosed is the organizer and rough draft of a manual I have written for it. As you can see, it is very straightforward and does not ask the student many questions to arrive at a stage use.

When I use the organizer, I am going to get frequency counts for year 1, 2, 3, 4, to determine before and after. But you will be able to do that for your month activities.

In addition to the organizer, I enclose two papers which you may want to read.

I would be pleased to get any data you have if you decide to use the organizer.

Cordially,

Anna Miller-Tiedeman
401 East Hillcrest
DeKalb, Il. 60115